21

is accepted
Date 5-4-'34 "

THE ORIGIN AND EDUCATIONAL CONTRIBUTION OF HARTWICK SEMINARY

John W. Schmitthenner

Submitted in partial fulfillment of the
requirements for the degree of Doctor of
Philosophy in the School of Education of
New York University.

LD 3907
.E3
1934
.S3

NEW YORK UNIVERSITY
SCHOOL OF EDUCATION
LIBRARY
RV 30 July 34
CI Bind
AC 7 Aug 34 L
CT
CL
LT
1750.34 B
CO
IN

TABLE OF CONTENTS

Introduction 1

The problems of this research 1

The objectives of this research. 2

The technique employed 4

The authenticity of the material 4

Chapter I

Men And Events Leading To The Establishment Of Hartwick Seminary

Introduction 7

A. The Legacy Of Rev. Mr. J. C. Hartwick

Rev. Mr. Hartwick, a missionary to the Lutheran churches scattered along the Atlantic seaboard. 8

Rev. Mr. Hartwick, missionary to the Indians . . 9

He acquires land from the Mohawk Indians 9

Preparations to colonize his patent. 10

His early interest in education. 10

Conditions made with the first settlers. 12

Judge William Cooper becomes his land agent. . . 13

The last will and testament of Rev. Mr. Hartwick 14

- The purpose of his benefaction. 14
- His executors named 14

E38446

Page

The name of the school proposed 14
The purpose of the school defined 15
The proposed government of his school . . . 15
Appointment of a fourth executor. 15

Summary of the will of Rev. Mr. Hartwick 16

B. The Hartwick Foundation. 1797 - 1815

The first meeting of the executors 17

Arrangements for elementary, secondary and theological education 18

The work of Rev. Mr. Ernst 19

Support of common schools on the Hartwick Patent 20

Contributions of Rev. Mr. Brown and Rev. Mr. Kunze 20

Gratuitous education of theological students . . 21

Proposals for the building of Hartwick Seminary 22

In Rhinebeck. 22
In New York City. 22
In Schoharie. 23
In Albany 23

Appointment of Dr. J. G. Knauff, M.D., as executor 25

Plans to locate the school on the patent. . 25
Specifications of the building. 25

Appointment of the first principal 26

Incorporation of Hartwick Seminary 27

Estate turned over to the New York Ministerium . 27

Summary of the contributions of the Hartwick Estate. 27

Conclusions. 29

Chapter II

The Curriculum Expansion of Hartwick Seminary

Page

Introduction 31

Source material for this chapter 31

  School Journal of Rev. Dr. Hazelius 31
  Catalogues of Hartwick Seminary 32
  Reports of the principals 32
  Minutes of the Board of Trustees. 33

A. First Period. 1815 - 1830

Curriculum of the first term 33

First examination of students. 35

Summary of the first term. 36

Curriculum of the second term. 37

Summary of the second term 38

Summary of the first school year. 1815 - 1816 . . 39

Second school year. 1816 - 1817. 40

  Curriculum for the first term. 40
  Curriculum for the second term. 41

Summary of the first two terms of second year. . 43

  Elementary classes. 43
  Secondary classes 43
  New subjects added to the curriculum . . . 44

Report of the principal at close of second year 44

  Curriculum based on student needs 46
  Reason for constant duplication of
    classes during the school year 46

Summary of the second school year. 1816 - 1817 . 46

Curriculum for school year 1825 - 1826 47

  Four divisions of the curriculum 47
  Meaning of new term "English education" . . 49
  New additions to the curriculum 49

Page

Curriculum for school year 1829 - 1830 50

Report of principal to Board of Trustees . . . 50
Classes and subjects taught in first term . . . 51
Classes and subjects taught in second term. . . 51
Classes and subjects in third term. 52

Summary of school year 1829 - 1830 52

Reason for large number of classes. 52
New additions to the curriculum 53
Relation of enrollment to the number of classes 53

The need for a standardized curriculum 54

Other subjects taught for a brief time 55

Resignation of Rev. Dr. Hazelius as principal. . . . 55

Conclusions. 57

B. Second Period. 1834 - 1850

The new standardized three year curriculum 59

An analysis of this curriculum 59

Elementary education as preparatory education . . . 61

Justification of the new curriculum. 62

Hartwick Seminary a junior college 62

Work recognized by other colleges 62
Comparison of curricula of Hartwick Seminary and Union College shows this duplication of work accomplished 63

Three grades of work advertised. 65

Election of Rev. Dr. Strobel as principal. 66

Schedule of classes in 1841 66

Summary of curriculum in 1842. 67

Enrollment figures explain constant reorganization of classes and duplication of subjects. 68

Page

Election of Rev. Dr. Schmidt as principal 69

New subjects in the curriculum. 69

Text books used and courses given in 1840 - 1850. . 70

Summary of the second period 73

    Elementary curriculum unchanged. 73
    New courses in science added 73
    A new group of social science studies. 74

Conclusions for this period 75

C. Third Period. 1850 - 1870

Election of Rev. Dr. Sternberg as principal 76

Three grades of work offered. 76

Comparison of the curricula of 1834 and 1856. . . . 77

Summary of changes which took place 80

    In higher English branches 80
    In social science. 81
    In the classics 81

The curriculum of the "normal department" 81

Report of Rev. Dr. Sternberg on teacher training work 82

Conclusions 84

D. Fourth Period. 1870 - 1890

Election of Rev. Mr. Titus as principal. 85

A new four year curriculum organized 85

    New additions to this curriculum 86
        In secondary studies. 86
        In elementary studies 86
        In "extra studies" 87

The curriculum of 1880. 87

    Regents Examinations were introduced 87
    New subject matter in the curriculum 88

Page

The curriculum of 1882 89

Five courses advertised 89
The preparatory course 89
The academic course 89
The classical course. 90
The college entrance course 91

Summary of these four courses. 91

Freshman year of college work introduced 92

The curriculum of 1889 - 1890. 93

Changes in the curriculum during this period . . 95

Conclusions. 96

Chapter III

The Relation Of Hartwick Seminary To State Control Of Education In New York

Introduction 98

A. Relation Of Hartwick Seminary To The University Of The State Of New York

The organization of the University of the State of New York by the Acts of 1784 and 1787 . . 99

Rules for the admission of academies 99

Duties and powers of trustees. 100

Incorporation of Hartwick Seminary 100

Provisions of the charter of Hartwick Seminary . 101

Support of academies by the State of New York. . 101

History of the funds for support. 101
Conditions for support 103
Support received by Hartwick Seminary . . . 104

Relation of conditions of support to changes in the curriculum 104

Conditions for support in 1879 105

Page

B. Innovations In The Academy System

Introduction 107

1. The aim of education 107

    In the academies in general 107
    In Hartwick Seminary. 107

2. Coeducation 108

    A contribution of the academy system . . . 108
    Coeducation in Hartwick Seminary. 108

3. Experimentation in curriculum building . . . 109

    Comparison of the curricula of academies and colleges 109
    Curriculum experimentation a contribution of the academy system. 110
    Experimentation in Hartwick Seminary . . . 110

4. The academies as teacher training agencies . 111

    A history of the movement 111
    Two views respecting this work 112
    Provision by the Regents for training teachers in the academies. 113

        Support in money and equipment 114
        Appointment of first academies 115
        Rapid increase in number of schools appointed for this work. 115
        The curriculum requirements. 116
        The decline of this work 116

    Normal education in Hartwick Seminary . . . 116

C. Public Education In New York and Its Relation To The Academies

Introduction 117

History of the common school movement. 118

    Its growth 119
    The first attempt to create free schools .. 123

Page

The Union School Act of 1853 123

The provisions of this Act. 124
Results of this legislation 124
Unification Act of 1904 126

Admission of academies and high schools into the University of the State of New York 126

Reason for the slow development of high schools. 126

Effect of the high school movement on Hartwick Seminary. 127

Diplomas granted. 128
Attempts to organize a college. 128
Freshman year of college work started.. . . 129
Regents Examinations adopted in full. . . . 130

Table showing the final outcome of the first academies to be chartered 131

Effect of organization of high schools on the academies in general. 132

Conclusions 133

Chapter IV

The Contribution Of Hartwick Seminary As A Theological Seminary

Introduction 135

A. The Need For Theological Education

Statistics of Lutheran population in 1750. . . . 136

Lutheran Immigration to the colonies 136

The Dutch in Amsterdam. 136
The Swedes on the Delaware. 137
The Germans in the colonies 137
The Salzburgers in Georgia 138
Lutherans in North Carolina 138
Lutherans in Maine 138
Other Lutheran settlements. 139

Page
Need of ministers at beginning of 19th century . . 139

Need of pastors in 1835. 140

B. Theological Education In Hartwick Seminary.

1. Administration 141

Administration of both departments vested in one person 141
A form of dual control of the school. 142

2. Admission and supervision of students. 143

Admission of students from three sources. . . 144
Rules for theological students. 145
Summary of these regulations. 147

3. Development of a theological curriculum. . . . 148

The first theological graduate. 148
The enrollment in 1822. 148
First theological curriculum. 149
Comparison of the curricula of 1823 and 1829 150
The curriculum of 1834 150
The theological curriculum of 1844. 152
The theological curriculum of 1860. 153
The theological curriculum of 1872. 154
The comparison of curricula of 1892 and 1927 to show the changes taking place. 155
Progressive growth of curriculum. 157

C. The Contribution Of Hartwick Seminary To The Lutheran Church Of New York

The synodical growth of the Lutheran Church in the State of New York 157

The home mission contribution of Hartwick Seminary 161

Through the efforts of Rev. Dr. Hazelius. . . 161
Through the work of his students. 163

Effect of the practice of receiving graduates into the church as licentiates on home missions164

Ministers educated in Hartwick Seminary for service in the Lutheran Church 164

Page

D. Hartwick Seminary Today

The relocation of Hartwick Seminary. 166

The movement justified by results 166

Election of representatives of non-cooperating general bodies to the Board of Trustees . . . 167

Movement toward consolidation of seminaries. . . . 167

Conclusions of the chapter 169

Conclusion of the thesis 171

General conclusions 173

Bibliography. 180

INTRODUCTION

Little has ever been said or written about Hartwick Seminary, the oldest Lutheran school in America, or the part it played in the history of education in the State of New York. In recent years much material has been found relating to the origin of the institution and to its development as an educational institution.

1. The Problems Of This Research.

The purpose of this research is a four-fold one. In the first place, the events leading to the establishment of Hartwick Seminary on its present location will be described. Although Hartwick Seminary traces its origin back to the year 1797, when the proceeds of the estate of Rev. Mr. J. C. Hartwick were used for the education of men for the ministry, it was not until 1815, at which time the Hartwick Foundation was turned over to the New York Ministerium, when a school was built and a teaching staff engaged, that the institution began to function according to the plans of its founder. This period, 1797 - 1815, will be described briefly, not only to give the reader an insight into the origin of the institution, but also to pave the way for a better understanding of the chapters that are to follow.

NEW YORK UNIVERSITY
SCHOOL OF EDUCATION
LIBRARY

The second problem has to do with the curriculum and its expansion. It is of interest to know how the curriculum grew, what courses were added, and in particular, how the curriculum of the academy system in general and of Hartwick Seminary in particular, paved the way for the modern high school curriculum of today.

The third purpose will be to describe the relationship of Hartwick Seminary to the Board of Regents of the University of the State of New York. The academy system contributed largely to the growth of free education, and many of the movements toward free education were mirrored in the relationship of Hartwick Seminary toward the Board of Regents which was the authority in all matters of supervision and control.

Finally, because Hartwick Seminary has been a church school from its origin, the contribution of this institution to the Lutheran Church of the State of New York will be described. In other words, this problem will be in answer to the question: What did Hartwick Seminary contribute to the Lutheran Church which supported it?

2. The Objectives Of This Research.

The author believes that there are several contributions in this research. A virginal contribution lies in the description of the origin of Hartwick Seminary, in a brief outline of the life of the founder as well as

an appreciation of the needs of the age which called this institution into being.

A second contribution lies in the description of the expansion of the curriculum. Although other and better qualified writers have delved into this question in a general way, particularly from the point of view of the academy movement as a whole, this research will have to do with the development of the curriculum in this particular institution, and in this respect the conclusions will be original. In this chapter the author will state his conclusions at the end of each period rather than only at the close of the chapter, for the purpose of a readier understanding of the changes which took place in the expansion of the curriculum.

Many of the innovations in secondary education came as a result of the supervision of the academy system in general by the Regents of the University of the State of New York. This relationship between the Regents of the University and the academy system, as well as a description of the innovations in education resulting from this relationship, have been ably described by other writers. However, the author proposes to describe only such innovations which were adopted by Hartwick Seminary, and in this respect only will the contribution of this chapter be original.

an appreciation of the forces of the age which called this institution into being.

A second contribution lies in the description of the expansion of the curriculum. Although other and better qualified writers have delved into this question in a general way, particularly from the standpoint of the academy movement as a whole, this research will have to do with the development of the curriculum in this particular institution, and in this respect its conclusions will be original. In this chapter the author will state his conclusions at the end of each period rather than only at the close of the chapter, for the purpose of a readier understanding of the changes which took place in the expansion of the curriculum.

Many of the innovations in secondary education came as a result of the supervision of the academy system in general by the Regents of the University of the State of New York. This relationship between the Regents of the University and the academy system, as well as a description of the innovations in education resulting from this relationship, have been ably described by other writers. However, the author proposes to describe only such innovations which were adopted by [illegible] Seminary, and in this respect only will the contribution of this chapter be original.

The fourth and final contribution will be to relate how Hartwick Seminary aided in the growth of the Lutheran Church in the State of New York. The history of the Lutheran Church in New York is a history of victories and defeats. As the church progressed, the school enjoyed a marked degree of prosperity. When divisions and disagreements disrupted the march of progress, the institution suffered.

3. The Technique Employed In This Research.

In this research the writer has tried to adhere to the tenets of historical research, paying particular attention to the authenticity of the material employed, to the correct interpretation of facts and to the relation of outcomes in a logical and workmanlike fashion. Of necessity much material of interest has been discarded in order to focus attention upon the four major problems included in this research.

4. The Authenticity Of The Material.

Some years ago an old iron-bound trunk was found in the attic of Hartwick Seminary. The existence of this trunk had been forgotten for almost half a century. It contained all of the personal papers of Rev. Mr. J. C. Hartwick. Many of the early records of the school were found in this ancient repository, together with a few of the earliest catalogues and the original charter of the institution. The authenticity of this material, which relates to the life of the founder, and to the first

fifteen years of the history of the school, rests upon the following facts: Many of the events in the life of Rev. Mr. Hartwick, related in church histories, are verified by his own personal papers; Rev. Mr. Hartwick, with his many interests and many friends, wrote many letters; several of these letters have come to light, and his handwriting corresponds with that in the papers preserved in the Archives of Hartwick Seminary. In addition, the original deed from the Mohawk Indians, by means of which Rev. Mr. Hartwick came into possession of a large tract of land, and the map of his patent, the originals of which were found among the papers in this trunk, correspond exactly with the Indian deed and map, printed in the Documentary History of New York in the edition published in 1819. The material relating to the work of the executors of the Hartwick Estate is verified by the material found in a pamphlet, published by Rev. Dr. J. C. Kunze in 1805, and addressed to the New York Ministerium. Finally, the School Journal of Rev. Mr. Hazelius, a diary in which the first principal made daily observations and comments, contains the names of the first students. These student names correspond exactly with the names found in the Minutes of the Philophroneon Society, a student organization which dates back to 1816. In addition, the names of the students mentioned in the bookkeeping accounts of the principal agree exactly with names mentioned in the earliest catalogues. There is also perfect agreement found between the names of

ministers mentioned in the Minutes of the Board of Trustees, and the names of those same ministers who were members of the New York Ministerium, and whose reports to the supporting synod are recorded in the Minutes of the New York Ministerium.

These papers, letters, land transactions, reports of principals, etc., have been arranged chronologically in ten volumes. Reference to these papers will be made under the title, "Archives of Hartwick Seminary."

CHAPTER I

Men And Events Leading To The Establishment Of Hartwick Seminary

This chapter will present a brief summary of the life and work of Rev. Mr. John Christopher Hartwick, the founder of Hartwick Seminary, and the events which led to the establishment of the school in 1815. This material, apart from its historical interest to the Lutheran Church in the State of New York, is important in that it lays a foundation for the better understanding of the educational contribution of Hartwick Seminary which is to follow in the subsequent chapters.

The data for this chapter are found not only in the personal papers of Rev. Mr. Hartwick, but also in Lutheran Church Histories and particularly in a pamphlet published by Dr. John C. Kunze, the President of the New York Ministerium, in which he stated his plans for the management of the Hartwick Foundation. (1)

A. The Legacy of Rev. Mr. J. C. Hartwick.

Rev. Mr. John Christopher Hartwick, a Lutheran minister, educated in Germany and ordained to the Lutheran ministry in London, came to America in the year 1746 in answer to

---

1. Hull, Rev. W. A Valuable Historical Document. Reprint from the Lutheran Church Review. July, 1898. This in turn was a reprint from a pamphlet published by Dr. J. C. Kunze and printed by J. & T. Swords Co., Pearl St., New York City, N.Y. 1805. The original pamphlet is included in the Henry Pohlman Collection of Pamphlets, New York State Library, Albany, N.Y.

a call sent out by the Palatine Germans living along the Hudson River in the vicinity of Rhinebeck, N.Y. (2)(3) Rev. Mr. Hartwick did not confine himself to the service of this one restricted and limited field.(4) Sometimes, acting upon his own initiative, and more often in response to requests by Rev. Mr. H. M. Muhlenberg, the "Father of Lutheranism in Pennsylvania"(5), Rev. Mr. Hartwick made many missionary journeys to scattered Lutheran settlements along the Atlantic seaboard from Maine to Virginia. (6) Although there is no documentary evidence to establish the

---

2. Oswald, J. The Planting of the Lutheran Church in America. Philadelphia, Pennsylvania: United Lutheran Publication House. 1880. This is a translation of the original "Nachricht von einigen Evangelischen Gemeinden in America, absonderlich in Pennsylvanien." Halle. In Verlegung des Weisenhauses, 1774. These were the reports or the "Hallische Nachrichten" by the missionaries which were sent out by the Halle Institution of Franke.

3. Hastings, Hugh. Editor of the Ecclesiastical Records of the State of New York. Vol. II, III, IV and V contain the Palatine Records. Printed for the State of New York.

4. Sprague, W.B. Annals of the American Lutheran Pulpit. New York: Robert Carters, 1869. Pp. 48.

5. Mann, W.J. The Life and Times of Rev. Henry Melchior Muhlenberg. Philadelphia: G. W. Fredericks Co., 1887. Pp.199 ff.

6. From Church Histories as well as from the biography in Rev. Hartwick's last will and testament, it is evident that he served churches along the Hudson Valley from Albany to New York City and also in Pennsylvania, New Jersey, Maryland, Virginia, Massachusetts and Maine. He remained in these localities from a few months to several years.

a call sent out by the Palatine Germans living along the Hudson River in the vicinity of Rhinebeck, N.Y. (2)(3) Rev. Mr. Hartwick did not confine himself to the service of this one restricted and limited field.(4) Sometimes, acting upon his own initiative, and more often in response to requests by Rev. Mr. H. M. Muhlenberg, the "Patriarch of Lutheranism in Pennsylvania"(5), Rev. Mr. Hartwick made many missionary journeys to scattered Lutheran settlements along the Atlantic seaboard from Maine to Virginia.(6) Although there is no documentary evidence to establish the

---

2. Oswald, J. The Planting of the Lutheran Church in America. Philadelphia, Pennsylvania: United Lutheran Publication House, 1930. This is a translation of the original "[illegible] in Amerika, [illegible]. [illegible] 1930(?). These were the reports of the "Hallesche Nachrichten" of the missionaries which were sent out by the Halle Institution of Francke.

3. Hastings, Hugh. Ecclesiastical Records of the State of New York. Vol. IV, [illegible] contain the existing records. Printed for the State of New York.

4. Sprague, W.B. Annals of the American Lutheran Pulpit. New York: Robert Carter, 1869. pp. 25.

5. Mann, W.J. The Life and Times of Rev. Henry Melchior Muhlenberg. Philadelphia: G. W. Frederick, 1887. Pp.199 ff.

6. From Church histories as well as from the biography of Rev. Hartwick's last will and testament it is evident that he served churches along the Hudson Valley from Albany to New York City and also in Pennsylvania, New Jersey, Maryland, Virginia, Massachusetts and Maine. He remained in these localities from a few months to several years.

fact, it is believed that his familiarity with the needs of the colonial church may have been one of the factors which influenced him to provide for the establishment of a school for the education of a native ministry. (7)

His work as a missionary pastor was paralleled by his intense interest in converting the native Indians to Christianity. He became acquainted with the Mohawk Indians who frequently came to the settlements to trade and barter, and as early as the year 1749 he visited them in their castle at "Canadschoharie".(8) Just how successful he was as a teacher and preacher to them cannot be stated. However, a strong attachment grew up between the missionary and his Indian friends, and they conveyed to him by deed a large and valuable tract of land for the very modest purchase price of 100 pounds. (9) This first purchase of land in 1750 was invalid because it was not made according to the law which required that a license be first obtained.

Rev. Mr. Hartwick was not to be balked in his determination to become a land owner and two years later he bought

---

7. Hazelius, E. L. The American Lutheran Church. Gettysburg, Pa.: Weible Printing Co., 1846. Chapter II.

8. Keiser, A. Lutheran Mission Work Among the American Indians. Minneapolis: Augsburg Publication House, 1922. Chapter II, pp. 49-54.

9. Archives of Hartwick Seminary. Miscellaneous Papers, Deed from the Mohawk Indians.

another tract of land from the Indians. This time he had a license (10), the land was surveyed (11), and his deed from the Indians was witnessed by Sir William Johnson. (12)

Rev. Mr. Hartwick now began to make preparations for the colonization of his land, but the letters of patent had not yet been granted by the crown. Hartwick wrote to Sir William Johnson advocating a plan of colonization (13), urging that instead of spending large sums for the hire of soldiers, the same amount of money be expended for transporting settlers, purchasing implements and cattle for them and letting them clear the land and defend it. He closed his letter with a plea that Sir William Johnson intercede for him in securing a patent. But delay followed delay, and in 1756 Rev. Mr. Hartwick persuaded the Mohawk Indians to send a petition to King George II, a petition which Hartwick himself wrote. Although the purpose of the petition was to secure the attention of the crown in granting

---

10. Archives of Hartwick Seminary. Miscellaneous Papers. License to Purchase Land from the Indians.

11. Archives of Hartwick Seminary. Miscellaneous Papers. Return of a Survey for Rev. J. Hartwick by Cadwallader Colden, Surveyor General. 1753.

12. New York Historical Society. Vol. IV. The Johnson Papers, 1920. Vol. VI. The Cadwallader Colden Papers, 1922. Printed for the State of New York.

13. Documentary History of New York. Albany, N.Y.: Weed, Parsons & Co., 1819. Vol. IV, p. 193. Correspondence of Rev. J. C. Hartwick.

letters of patent, it included several paragraphs which indicate that Rev. Mr. Hartwick was interested in organizing schools at this early date. (14)

> "That your majesty may be pleased to grant to such persons as are willing to settle and cultivate tracts of land sufficient to erect towns and forts thereon; to settle thereon in towns and not in so scattered a manner as is done in other parts of the country, to fortify, garrison and defend such towns, to settle and maintain ministers of the gospel and school masters, both for themselves and for the Indians living about them, and to free such towns from all public taxes and expenses wherein they should not be particularly concerned."

The petition then closed with the words: "We have taken it upon ourselves to intercede with your majesty in behalf of Rev. John Christopher Hartwick, humbly praying that your majesty grant to him the tract of land sold to him by us."

Whether this petition ever reached his majesty is very problematical. It is reasonable to conclude from the time that elapsed before the granting of the patent, that he failed in his plan to have the Indians intercede for him; for it was not until the 22d of April, 1761, that he succeeded in obtaining his patent. (15) The Seven Years War, 1756 - 1763, made it impossible for him to make any plans for colonization, and it was not until after the Revolutionary War that Rev. Mr. Hartwick began in earnest to establish a colony.

---

14. Documentary History of New York. Albany, N.Y.: Weed, Parsons & Co., 1819. Vol. IV,Pp. 195. Correspondence of Rev. J.C.Hartwick with the Mohawk Indians.

15. Archives of the State of New York. Patents. Vol.XIII, No. 359.

He moved to his patent in the year 1781 and issued his first leases to tenants. The conditions which he made with the first settlers showed that he had not forgotten his original project, to provide for churches and for schools. (16)

> "Be it remembered that among the conditions on which the validity of this instrument dependeth, the following is intended to be the principal one, viz: That the grantee be or become, within a year's time from the date of these presents, a parishioner to all intents and purposes; which consist in the following particulars, viz:
>
> 1st. To acknowledge the grantor, John Christopher Hartwick or his substitute, for his pastor, teacher and spiritual counsellor.
>
> 2nd. To behave himself to him, with his family, agreeably to this relation.
>
> 3rd. To attend regularly, decently, attentively and devoutly Divine service and instruction, performed and given by J. C. Hartwick or his substitute.
>
> 4th. To aid and assist according to his ability, in building and repairing church, parish and school houses.
>
> 5th. To keep his children and servants to school and catechization until they are fit to be confirmed, if baptized in infancy; and if not, untill they are fit to be baptized and admitted to the sacrament of the Lord's supper."

Although these articles do not in any wise prove that Rev. Mr. Hartwick was interested in the establishment of a theological seminary, they do show that he not only intended to establish a church on his patent, but also a parish school for the children of his tenants.

---

16. Archives of Hartwick Seminary. Vol. I. 1739 - 1795. The pages are unnumbered. These articles of agreement between Rev. Hartwick and his tenants were appended to the leases, several of which are found in the Archives.

For ten years Rev. Mr. Hartwick managed his estate, but owing to his desultory habits and to the increasing infirmities of age, with but little success. In the year 1791 he appointed Judge William Cooper as his land agent with full authority to dispose of the whole property, only reserving some 3,000 acres for his own purpose. (17) Now progress was rapid and before the close of the year 13,000 acres had been leased to 34 proprietors for ten years at a rental of one shilling per acre.

Rev. Mr. Hartwick was far from satisfied with the results, for instead of leasing the land to Germans, it had been rented to people from New England, and the small number of tenants put an end to his scheme of building a church and parish school. He determined to wait until the year 1801 when the agreement with Judge Cooper terminated. But during these years most of the land passed from the possession of Rev. Mr. Hartwick, and Rev. Mr. Hartwick died in the year 1796, still believing that he was in possession of his entire estate.

It was in his will that Rev. Mr. Hartwick stated his plans both for the building of a town and a school. The will, written about three years before his death, was probated and recorded on the 12th of August, 1796. (18)

---

17. Archives of Hartwick Seminary. Vol. I. 1739 - 1795. Correspondence between Rev. Hartwick and Judge William Cooper and Articles of Agreement between them.

18. Archives of Hartwick Seminary. Miscellaneous Papers. Last Will and Testament of Rev. J.C.Hartwick. A Copy of the Original.

In the preamble, Rev. Mr. Hartwick stated that owing to the infirmities of age there was no chance of ever putting his purpose into execution, and therefore he had to transfer his trust to others. He then stated:

> "Know ye therefore, all to whom these presents may come, that I have appointed, and by these presents do appoint for my heirs, Jesus Christ, the son of God and man, and upon his account and agreeable to his will, implied in my calling such of the ignorant and ungospelized part of mankind, of whatever state, color or complexion, who shall make application to my executors and administrators, and bind themselves to the rules as shall be established in order to be instructed in the Christian religion, according to a plan and method to be annexed to this instrument in the form of a schedule of the same validity."

He then appointed as his executors the Honorable Jeremiah Van Rensselaer and Dr. John C. Kunze, the President of the New York Ministerium and Rev. Mr. Helmuth, President of the Ministerium of Pennsylvania,

> "who are hereby instructed to sue for a charter from the competent authorities for the purpose above mentioned, ... to institute and erect a Gymnasium Evangelicum Ministeriale pro propagatione Evangelico Christianae Religionis inter Gentiles (*).... For the pious purpose of the Institution shall be and is hereby set apart and granted by these presents, all the land in the Town of Hartwick, County of Otsego, N.Y. State, not disposed of by me, i.e. which are not granted away by my attorney before the revocation of my power, to be laid out into a regular town, close built and to be called New Jerusalem, with buildings and a hall for the Gymnasium. One hundred acres thereof shall be laid out for a Glebe of an Evangelical minister who is to be called and appointed by the Faculty."

In addition, Rev. Mr. Hartwick added several codicils to his will, some of which were concerned with personal bequests to people who befriended him, and others which were

---

*An Evangelical Theological Seminary For The Spread Of The Christian Religion Among The Heathen.

In the meantime, Rev. Mr. Hartwick became more aware, owing to the infirmities of age there was no chance of ever putting his purpose into execution, and therefore he had to transfer his trust to others. His will states:

"Know ye therefore, all to whom these presents may come, that I have constituted, and by these presents do appoint for my heirs, Jesus Christ, the Son of God and man, who upon his account and agreeable to his will, inspired in my mind, shall be the ignorant and unevangelized part of mankind, of whatever state, color or complexion, who shall make application to my executors and administrators, and bind themselves to the rules as shall be established in order to be instructed in the Christian religion, according to a plan and method to be annexed to this instrument in the form of a schedule of the same validity."

He then appointed as his executors the Honorable Jeremiah Van Rensselaer and Dr. John C. Kunze, the President of the New York Ministerium and Rev. Dr. Helmuth, President of the Ministerium of Pennsylvania,

"who are hereby instructed to use their utmost efforts from the competent authorities for the purpose above mentioned, ... to institute and erect a Gymnasium Evangelicum Theologicum ad propagandam Religionem Christianam inter Gentes* .... for the benefit of the institution which is now and is hereby assigned and granted of these premises, etc. the land in the town of Hartwick, County of Otsego, N.Y. State, not disposed of by me, i.e. the lots are not granted away by my executors before the restoration of my power, is to be laid out into a township, with clear built lots to be called New Jerusalem, with buildings and a mill for the Gymnasium. The Teacher thereof shall be paid the rent of a plate of ten acres. The Teacher shall be a learned and Evangelical minister who is to be called and appointed by the Society."

In addition, Rev. Mr. Hartwick added several codicils to his will, some of which were concerned with personal bequests to people who had loaned him, and others which were written with the purpose of clarifying his original intention. In the first codicil he explains the purpose of his institution again:

---

*An Evangelical Theological Seminary for the spread of the Christian Religion among the Heathen.

> "......that it is chiefly the enabling, preparing and qualifying of proper persons in respect to age, constitution of their bodies and minds and attainments in learning or knowledge of the instrumental literature such as are taught in American Colleges, and their morals and principles, for they should come there without a mind warped and deformed by any heretical sectarian philosophy which if early imbibed, unqualifieth men for the pure and simple Religion of the Gospel such as the Gentiles should be taught.... ....Whenever there should be no more need for Missionaries to red and black heathen, or the revenues of my estate will bear it, the compass of instruction may be enlarged to catechetical instruction, and if after that Providence should provide sufficient means, also to classical learning......"

In the third codicil to his will, Rev. Mr. Hartwick, after making several bequests to his personal friends and arranging for his burial, added a paragraph on the government of his institution:

> "I ordain that a charter be obtained from the competent authorities and meanwhile ordain that the government of my Gymnasium Seminare Theologicum & Missionarium shall be republican similar to the form of the Civil Government, to wit, there shall be a president who may be director of the doctrinal department which shall constitute the upper house and the economical officers of the lower house who are to make the laws....... ....the members of the institute are to come under four kinds of laws; 1st. The Christian Laws, for none is to be received into any of the departments unless he be a Christian by Baptism and conduct. 2nd. The temporal of civil law of the country and the township. 3rd. The law of the institute as a Gymnasium Evangelico Theologicum, and 4th. as an economical corpus or family."

In the last codicil he appointed Rev. Mr. Frederick August Muhlenberg, the Speaker of the House of Representatives of the United States, as the fourth executor of his estate.

written with the purpose of clarifying his original intention. In the first codicil he explains the purpose of his institution again:

> "......that it is chiefly the qualifying, preparing and qualifying of proper persons in respect to the, constitution of their minds and ideas and attainments in learning or knowledge of the instrumental literature such as are taught in American colleges, and their morals and principles, for those who come there without a distorted and deformed by any heretical sectarian philosophy which is really Lutheran, unqualified and for the sake of single criticism of the Gospel such as the Gentiles should be taught.... ....Whenever there should be no more need for Missionaries to red and black heathens, or the revenues of my estate will need it, the purposes of instruction may be enlarged to mathematical instruction, and if after that Providence should provide sufficient means, also to classical learning....."

In the third codicil to his will, Rev. Mr. Hartwick, after making several bequests to his personal friends and arranging for his burial, adds a statement on the government of his institution:

> "I ordain that a charter be obtained from the competent authorities and constituted and wished that the government of my *Evangelical Religious Institution a discipline* shall be republican similar to the form of the Civil Government, to wit: there shall be a president who may be director of the Religious Department which shall constitute the upper house and the executives officers of the lower house who are to make the laws...... ....the members of the Institute are to come under four kinds of laws: 1st. The Christian Laws, the code is to be received from any of the Evangelical nations to be a Christian by baptism and confession. 2nd. The temporal or civil law of the country for the inhabitants. 3rd. The law of the Institute is a *Propositio Manuality Theologicum*, and 4th. As an *economical system* of family."

In the last codicil he appointed Rev. Mr. Frederick August Muhlenberg, the speaker of the House of Representatives of the United States, as the fourth executor of his estate.

> "Whereas the design of this institution is a subject of greatest importance to the welfare of this part of the world and therefore a worthy object of the care and attention of the United States, and whereas my once worthy friend and colleague, the Rev. Frederick August Muhlenberg, hath been called to take care of the interests of the Church in that August Assembly of the Congress of the United States and consequently hath the best opportunity to promote this great design, I hereby take the freedom to nominate and declare him by these presents as one of my Executors, Curators and Administrators."

The will of Rev. Mr. Hartwick was very explicit. His lands in the Township of Hartwick were to be used as follows: A town was to be built, called New Jerusalem. In the town the executors were to erect buildings for his theological seminary and missionary institute. Only such young people were to be admitted who were sound in mind and body, who had the opportunities of study in college, and who were equipped morally and spiritually to become missionaries. Rev. Mr. Hartwick then described the scope of the work. If there were no further need for missionaries, or if the revenues of the estate allowed it, classical learning might be added.

Rev. Mr. Frederick A. Muhlenberg, his personal friend, was appointed as a fourth executor because he was in a position, as Speaker of the House of Representatives of the United States, to secure a charter from the government.

There is also the indication that Rev. Mr. Hartwick hoped that his institution would serve the entire Lutheran Church. He not only appointed Rev. Dr. J. C. Kunze, the

President of the New York Ministerium, but also Rev. Mr. Helmuth who occupied a similar position as President of the Ministerium of Pennsylvania. These were the only two Lutheran Synods organized at that time and the indication is that by the appointment of these two representative men he hoped that his theological seminary would meet the needs of the entire Lutheran Church.

B. The Hartwick Foundation.

The executors of the Hartwick Estate met in New York City on the 15th of September, 1797. All were present except Rev. Mr. Helmuth who resigned the responsibility. (19) The executors passed six resolutions relating to the private bequests of Rev. Mr. Hartwick. Then the subject for a site for the school came up for consideration. It was pointed out that the greater part of the land had either been sold or leased and that perhaps Mr. Hartwick had given up the idea of a school on his township, for there was no land available for the building of a town. (20) However, Dr. Kunze stated that he had often discussed the matter with the testator and that Rev. Mr. Hartwick had remained steadfast to this intention until his death. But Dr. Kunze added that an academy had been built at Cooperstown and that the

---

19. Archives of Hartwick Seminary. Vol. II. 1796 - 1800. The Resignation of Dr. Helmuth, on file in the Archives, pleaded distance as the main reason for the resignation.

20. Mr. Van Rensselaer was Rev. Hartwick's legal advisor and banker. He arranged for a lease of all the Hartwick lands to Judge William Cooper for a period of ten years 1791 - 1801 at a yearly rental of $1,500.00. At the time of this meeting, the lease still had four years to run.

President of the New York Ministerium, but not Rev. Mr. Helmuth who occupied a similar position as President of the Ministerium of Pennsylvania. These were the only two Lutheran Synods organized at that time and the indication is that by the appointment of these two representative men he hoped that his theological seminary would meet the needs of the entire Lutheran Church.

B. The Hartwick Foundation.

The executors of the Hartwick Estate met in New York City on the 15th of September, 1796. All were present except Rev. Mr. Helmuth who declined the responsibility. (19) The executors passed the conditions relating to the private bequests of Rev. Mr. Hartwick. Then the subject of a site for the school came up for consideration. It was pointed out that the greater part of the land had either been sold or leased and that perhaps Mr. Hartwick had given up the idea of a school on his township, for there was no land available for the building's site. (20) However, Dr. Kunze stated that he had often discussed the matter with the testator and that Rev. Mr. Hartwick had been steadfast to this intention until his death. But Mr. Cooper pointed out that an academy had been built at Cooperstown and that the

---

19. Archives of Hartwick Seminary, [illegible] 1796 - 1800. The declination of Dr. Helmuth [illegible] pleads [illegible] the resignation.

20. Mr. Van Rensselaer [illegible] banker. He purchased [illegible] to Judge William Cooper [illegible] 1801 at a yearly rental of [illegible] this meeting, the above will [illegible]

building of another school only a few miles away would be unnecessary. (21) The following resolution was then spread upon the minutes:

> "It was agreed that the Seminary should be established; that however the choice of a place and the application for a charter ought to be deferred until Mr. Cooper of Cooperstown, who is the purchaser of the Hartwick lands has made his payment; that the interest of the estate in the meantime ought to be employed in putting the Seminary into immediate operation as so many of the Lutheran churches are destitute of laborers."

From these considerations came the following three resolutions of the executors: (22)

> 7th. That until a Charter be obtained, and by appointing a place, the permanent establishment of the Seminary can be made, Rev. John C. Kunze is hereby appointed Literary Director of the Institution with a salary of five hundred dollars per annum; whose duty it shall be to instruct such young persons as have a sufficient preparation in the learned languages and the fundamental sciences, in the different branches of theology.
>
> 8th. That during the same time and under the same restrictions, Anton Theodore Brown, Lutheran Minister of Albany, be appointed Assistant to the Literary Director, with an annual salary of two hundred and fifty dollars; whose duty it shall be to instruct in the learned languages as likewise in German and English, and also in Geography and History, such young persons as may be intended for the study of divinity and may apply to him for such instruction. It shall be likewise his duty to instruct Indians in the Christian Religion as may offer themselves, or may be sent to him by the Director.
>
> 9th. That if the good people of the Township of Hartwick should think proper to give a call to the Rev. Frederick Ernst, at present Lutheran minister of Clavarack and Loonenburg, to preach for them and to assist in the education of their youth, the executors

---

21. Hull, Rev. W. A Valuable Historical Document. Reprint from the Lutheran Church Review. July 1898.

22. Archives of Hartwick Seminary. Vol. II. 1796 - 1800. Minutes of the Executors, 1797.

building of another school where families away would be unnecessary. (21) The following resolution was then spread upon the minutes:

"It was agreed that the seminary should be established that however the choice of a place and the application for a charter ought to be deferred until Mr. Cooper, of Cooperstown, who is the purchaser of the Hartwick lands has made his payment; that the interest of the estate in the meantime ought to be employed in putting the seminary into immediate operation as so many of the Lutheran churches are destitute of Pastors."

From these considerations came the following three resolutions of the executors (22)

7th. That until a Charter be obtained, and by appointing a place, the permanent establishment of the Seminary can be made, Rev. John C. Kunze be duly appointed literary Director of the Institution with a salary of five hundred dollars per annum; whose duty it shall be to instruct such young persons as have a sufficient preparation in the learned languages and the fundamental sciences, in the different branches of theology.

8th. That during the same time and under the same restrictions, Anton Theodore Braun, Lutheran Minister of Albany, be appointed assistant to the Literary Director, with an annual salary of two hundred and fifty dollars; whose duty it shall be to instruct in the learned languages of Literature, Latin and English, and also in Geography and History, such young persons as may be intended for the study of Divinity and may apply to him for such instruction. It shall be likewise his duty to instruct Indians in the Christian Religion as may offer themselves, or may be sent to him by the Director.

9th. That if the good people of the Township of Hartwick should think proper to give a call to the Rev. Frederick Ernst, the present Lutheran minister of Claverack and Loonenburg, to preach for them and to assist in the education of their youth, the executors

---

21. Hall, Rev. W. A Valuable Historical Document. Reprint from the Lutheran Church Review. July 1890.

22. Archives of Hartwick Seminary. Vol. 1. 1796 - 1837. Minutes of the Executors. 1797.

> "agree in like manner and under the same limitations as aforesaid, to let him have in addition to what he may receive from the inhabitants for his services, the use of the buildings erected by the deceased, and also the tract of one hundred acres rent free, which by the will is intended for a glebe, and also pay him the further sum of two hundred and fifty dollars annually, from the present date, for his support."

Thus the executors provided for elementary education in Cooperstown, for secondary education in Albany and for theological education in New York City. It was their intention to discover whether the land on the Hartwick Patent would prove to be a profitable spot for a school from the point of view of students. It was impossible to build a town, but a school would be erected if there were sufficient support for such a project.

Rev. Mr. Ernst moved to the Hartwick Patent and lived there about two years. Although he taught an elementary school, there is no record of his work as a teacher and as the people did not elect him to serve as their pastor, he found his work unprofitable and moved to Pennsylvania. (23)

The executors of the Hartwick Estate then found it necessary to make other arrangements for instruction on the Patent. In their meeting of 1799 they passed the following resolution: (24)

---

23. Hull, Rev. W. A Valuable Historical Document. Reprint from the Lutheran Church Review. July, 1898.

24. Archives of Hartwick Seminary. Vol. II. 1796 - 1800.

> "Resolved that twenty acres be reserved for two school lots and that as soon as the revenues are finally settled and established on a permanent footing, there be appointed a sum not exceeding sixty pounds for two school masters, i.e., thirty pounds each; they to be appointed by the curators."

For the following five years, 1799 - 1804, the Hartwick Estate supported two schools on the Hartwick Patent. In the Archives of Hartwick Seminary there are notations showing the payment of these salaries and also receipts acknowledging payment. (25)

> "April 28, 1801
> This is to certify to the Executors and Curators to the last will and testament of the late John Christopher Hartwick that Mr. Averill taught a school in the Eastern District on the Hartwick Patent from the first of October 1799 to the first of October 1800 and sixty five scholars received instruction in said school and as you have pledged one hundred and fifty dollars for the use of two schools on the Patent by information of Mr. Jeremiah Van Rensselaer, one of the Executors in consequence of which we request you to pay Micaiah Robinson on His order the one half of the said sum, he being appointed our Treasurer to receive the same.
> (Signed) Bill Williams
> Thos. Loomis. Trustees."

Unfortunately no record was kept of the students who were prepared in secondary studies by Rev. Mr. Brown, or in theology by Dr. Kunze except a few names which were mentioned incidentally by the latter in his paper addressed to the New York Ministerium. The names which were listed are as follows: (26)

---

25. Archives of Hartwick Seminary. Vol. III. 1801 - 1805.

26. Hull, Rev. W. A Valuable Historical Document. Reprint from the Lutheran Church Review. July, 1898.

Students of Rev. Mr. Anton Brown of Albany

Henry Muhlenberg	Lancaster, Pa.
Philip Mayer	New York City
Henry Merkel	New York City
* Sternberg	
* Grim	
* Frost	
Nicholas Smith	
Philip Simon	

Students of Rev. Dr. Kunze in New York City

Henry Muhlenberg	Lancaster, Pa.
Philip Mayer	New York City
Henry Merkel	New York City
**William Quitman	Rhinebeck
**Christopher Ernst	Rhinebeck

Three of the students, prepared by Rev. Mr. Brown in secondary work, finished their studies under Rev. Dr. Kunze and were admitted into the ministry by the New York Ministerium. Nothing is known of the remaining students who were mentioned in the pamphlet.

The executors of the Estate of Rev. Mr. Hartwick also went on record as favoring support from the funds of the estate for students preparing for the ministry. (27)

> "Respecting stipends to encourage students to study for the ministry, it was resolved:
>
> That there be allowed for two students in divinity $50 each. That there be allowed for the education of four pupils intended for students of divinity the sum of $25 each."

---

* The first names of these students and their home address was not given.

** These students studied under Dr. Quitman, Lutheran Pastor living at Rhinebeck, but were examined by Dr. Kunze.

27. Archives of Hartwick Seminary. Vol. II. 1796 - 1800. Minutes of the Executors, 1799.

Thus as early as the year 1799 students preparing for the ministry were granted support by the administrators of the Estate of Rev. Mr. Hartwick. No doubt the great need of ministers prompted this generosity, for generosity it was in as much as the Hartwick Estate at this time yielded an income of only 750 pounds, or $1875.00 at our present rate of money.

The arrangement of the executors in dividing the work of teaching among three men widely separated, proved to be as unsatisfactory to them as it was to other groups of people who were interested in the establishment of a theological seminary. Soon claims and offers from various localities poured in for the institution. The Lutheran Church at Rhinebeck, at one time the home of Rev. Mr. Hartwick, seems to have moved first in the matter and made generous offers of land and money. The application found little favor among the executors and the offer was refused. (28)

Another claim was presented by the Lutheran Church of New York City. The managers of the estate were willing to transfer the entire Hartwick property to them, if it could be legally done, on the condition that the Lutheran Church through its trustees would give bond that the revenues of the

---

28. Hull, Rev. W. A Valuable Historical Document. Reprint from the Lutheran Church Review. July 1898.

Hartwick Estate would be used solely to educate ministers. (29) The Trustees of the church were unwilling to post a bond and the plan fell through in spite of Rev. Dr. Kunze's efforts to the contrary.

The third plan, a plan which was heartily endorsed by Rev. Dr. Kunze, was to locate the school at Schoharie, a thriving German village. Rev. Mr. Brown, the assistant teacher, left his church at Albany and moved to Schoharie where he organized classes. But before a transfer of property could be made, the trustees of the Albany Lutheran Church laid a proposition before the executors which met with their partial approval. This congregation based its appeal on the grounds that Rev. Mr. Hartwick had been a minister to this church, that he was buried there and that he had bequeathed them a yearly amount for the support of a pastor. In the year 1801 articles of agreement were signed and entered into by both parties by means of which the entire estate would be deposited with the trustees of the church for the purpose of theological education, the Albany church to furnish a site and erect a building. Rev. Dr. Kunze was opposed to the plan, largely on the grounds that the Estate still owed him for three years' salary and also because he feared that the institution would

---

29. Archives of Hartwick Seminary, Vol. III. 1801 - 1805. The Legal Opinion of Aaron Burr on the Proposal to turn over the Hartwick Estate to the Lutheran Church of New York.

lose its theological emphasis. Mr. Van Rensselaer and Mr. Muhlenberg, the two executors in favor of the plan, applied to the Legislature for a charter and Rev. Dr. Kunze threatened suit. (30) The trustees of the Albany Church bought a site and purchased stone for the foundation walls, but again unexpected obstacles arose. The people living on the Hartwick Patent raised money by a town tax to prosecute the executors for not building the school on the Hartwick Patent according to the original plan of Rev. Mr. Hartwick as provided for by his will. Finally the trustees of the Albany Church, in a meeting held on the 14th of April, 1808, decided to turn over the property, which had already been given them, to Mr. Van Rensselaer, the only remaining executor. (31)

Thus the benevolent intentions of Rev. Mr. Hartwick with regard to the establishment of a theological seminary were as far from being realized as ever, although more than twelve years had elapsed since his death. The prospects for the future were also far from encouraging. Rev. Mr. Muhlenberg died in the year 1801. Rev. Dr. Kunze died in 1807 and Mr. Van Rensselaer, already far advanced in years, and with many other responsibilities resting upon him, felt himself unable to resume the management of the estate. In

---

30. Hull, Rev. W. A Valuable Historical Document. Reprint from the Lutheran Church Review. July 1898.

31. Archives of Hartwick Seminary. Vol. IV. 1806 - 1812. Correspondence between Mr. Van Rensselaer and Judge William Cooper relative to building the seminary on the Hartwick Patent.

this emergency he deputed his authority to Dr. John G. Knauff, a practicing physician in Albany and a member of the Lutheran Church, and in his will he appointed Dr. Knauff to succeed him. Mr. Van Rensselaer died in the year 1810 and Dr. Knauff, after consulting with the officers of the New York Ministerium, decided to locate the school on the Hartwick Patent. (32)

Dr. Knauff caused a complete re-survey to be made of the Hartwick Estate and appointed Mr. Ferrend Stranahan to institute suits to recover back interest on rentals and mortgages. (33) He also empowered him to receive bids for the building of the school. Robert Wilson and Enoch Sill were the low bidders and contracted to erect the building at a cost of $3,925. With furnishings, the final cost came to the sum of $4,275. (34)

The specifications of the building were as follows:

> ".....Forty-eight feet front and rear, and thirty-five feet in depth from front to rear, and twenty-five feet in height exclusive of the cellar story.... The foundation walls to be built of good rough stone laid in good mortar except two feet in height at the bottom which is to be laid without mortar, the front and rear walls to be two feet in thickness. The plank walls are to be twenty inches in thickness, these walls are to have a base of 6 inches, three feet wide. The walls of the superstructure are to

---

32. Archives of Hartwick Seminary. Vol. IV. 1806 - 1812. Vol. V. 1813 - 1820. Correspondence of Dr. Knauff.

33. Archives of Hartwick Seminary. Vol. IV and V. 1806 - 1820. Correspondence between Dr. Knauff and Mr. Stranahan.

34. Archives of Hartwick Seminary. Vol. IV and V. 1806 - 1820. Correspondence of Dr. Knauff with Samuel Crafts who was appointed to supervise the building operations.

> "be constructed of good merchantable brick, the front and rear walls to be two bricks in thickness and the gable walls one brick in thickness... to be laid in mortar composed of lime sand, to be laid in flemish bond neatly joined and oiled and penciled, the roof to be constructed of proportionable timbers well boarded and shingled ...to have a cupola in the middle with a closed deck for a bell......"(35)

The specifications are very well written and in minutest detail. The floor space was as follows: The basement was to contain a root cellar, kitchen, dining room and dairy. The first floor contained four class rooms, divided by a wide hall. The rooms were 18 by 15. The second floor also contained four class rooms. Altogether it was a spacious and pretentious building which served the needs of the school for many years. There were no sleeping accommodations and students were expected to board in the homes of the village.

The building was completed in time for the opening of school, which took place on the fifteenth of December, 1815. The New York Ministerium called Rev. Dr. Ernest L. Hazelius, a man of wide experience in education, to become the first principal of the Hartwick Seminary. Under his direction, assisted by Mr. John A. Quitman, afterward so prominent in the history of the middle west of our country, the seminary commenced its operations. (36)

---

35. Archives of Hartwick Seminary. Vol. IV. 1806 - 1812. Architect's Specifications and Drawings.

36. Archives of Hartwick Seminary. Vol. V. 1813 - 1820. Vol. VI. 1820 - 1830. Reports and Correspondence of Rev. E. L. Hazelius.

> "be constructed of good merchantable brick, the front and rear walls to be two bricks in thickness and the gable walls one brick in thickness.... to be laid in mortar composed of lime sand, to be laid in Flemish bond neatly jointed and piled and pointed,... the roof to be constructed of [illegible] shingles well boarded and shingled ....to have a cupola in the middle with a closed deck for a bell......"(35)

The specifications are very well written and in minutest detail. The floor space was as follows: The basement was to contain a coal cellar, kitchen, dining room and dairy. The first floor contained four class rooms, divided by a wide hall. The rooms were 18 by 18. The second floor also contained four class rooms. Altogether it was a spacious and pretentious building which served the needs of the school for many years. There were no sleeping accommodations and students were expected to board in the homes of the village.

The building was completed in time for the opening of school, which took place on the fifteenth of December, 1815. The New York Ministerium called Rev. Dr. Ernest L. Hazelius, a man of wide experience in education, to become the first principal of the Hartwick Seminary. Under his direction, assisted by Mr. John A. Quitman, afterwards so prominent in the history of the middle west of our country, the seminary commenced its operations. (36)

---

35. Archives of Hartwick Seminary. Vol. IV. 1804 - 1815. Architect's specifications and drawings.

36. Archives of Hartwick Seminary. Vol. V. 1813 - Vol. II. 1815 - 1830. Reports and Correspondence. Rev. E. L. Hazelius.

The school was incorporated by an Act of Legislature of the State of New York on the 17th of April, 1816, and just four months later a charter was granted by the Regents of the University of the State of New York. (37) The Board of Trustees named in the charter were: Rev. Dr. F.H. Quitman of Rhinebeck, N.Y., President; Rev. Dr. Henry Moeller of Sharon, N.Y., Secretary; Rev. Mr. A. Wackerhagen of Schoharie, N.Y.; Rev. Mr. F. Mayer of Albany, N.Y.; Mr. Leonard Fischer of New York City; Mr. William C. Bouck of Schoharie; and Messrs. Daniel Simmons, Rev. Mr. D. Nash, N. Davison, Samuel Crafts and Thomas Loomis of the Town of Hartwick.

Soon after the granting of a charter, Dr. Knauff turned over the assets to the Board of Trustees amounting to the following:

Buildings, including the school and professor's house	$ 6,800.00
Bonds and Notes amounting to	19,765.00
	$26,565.00

During the first eighteen years after the death of Rev. Mr. Hartwick, only five ministers were prepared for the ministry by the Estate. In that age when the needs of the Lutheran Church were the greatest, the Hartwick Foundation contributed by a minimum. In fact, the first eighteen years

---

37. *Laws of the State of New York.* Thirty-ninth Session of the Legislature. Albany, N.Y.: J. Buel, Printer to the State. 1816. P. 183.
Archives of Hartwick Seminary. Miscellaneous Papers. The Charter from the Regents of the University.

of the history of the school were as unsettled as the life of the founder. Frederick Muhlenberg, one of the original executors, died in the year 1801 owing the Estate $7,500, a sum which was never recovered. (38) Rev. Dr. Kunze gave his utmost to establish a school, but his rigid conceptions of proper methods of establishment were a contributing factor in his repeated failures. Jeremiah Van Rensselaer devoted himself faithfully in interpreting the wishes of Rev. Mr. Hartwick, but he too died six years before the school was established. These three men only partially fulfilled the wishes of Rev. Mr. Hartwick who had appointed them as his executors. Although they managed the estate so as to secure the greatest amount of income, their efforts to establish a school, such as Rev. Mr. Hartwick planned, only resulted in repeated failures. During this period, the Hartwick Estate contributed but little to the Lutheran Church in the State of New York.

---

38. Hull, Rev. W. A Valuable Historical Document. Reprint from the Lutheran Church Review. July, 1898.

CONCLUSIONS

1. Rev. Mr. John Christopher Hartwick came to the Colonies shortly after the high tide of German emigration in answer to a call and petition sent by the Palatine Germans living in the Hudson Valley in the vicinity of Rhinebeck.

2. Although associated for many years with the Lutheran Church of Rhinebeck, Rev. Mr. Hartwick spent much of his active ministry in making extended missionary journeys to scattered Lutherans living along the Atlantic seaboard from Maine to Virginia. He was also deeply interested in the Christianization of the Mohawk Indians and made several journeys to the Indian settlements in the Mohawk Valley.

3. Although there is no documentary evidence to support the belief that Rev. Mr. Hartwick was prompted by the needs of the colonial church to establish a theological seminary at this early date, 1753, he did purchase a large tract of land from the Indians with the intention of establishing a German colony and building churches and schools for the settlers.

4. Frustrated in his plans for establishing a colony, first by the long years of warfare, 1756 - 1763, and 1776 - 1781, as also by the misinterpretation of his colonization plans by his land agent, Rev. Mr. Hartwick was forced to leave the realization of his plans to others. His will, written in the year 1793 and offered for probate in 1796, the year of his death, made clear his purpose of establishing a theological seminary for the education of missionaries, and if the funds permitted, for a classical school.

5. The executors of the Hartwick Estate, realizing the impossibility of establishing a colony on land already leased and the impracticability of building a school in a sparsely populated locality, provided for elementary education in Cooperstown, secondary education in Albany and theological education in New York City.

6. The futility of this arrangement soon became apparent and the executors sought to establish the school successively at Rhinebeck, Schoharie, New York City and Albany, but in each case disagreements between the executors or between them and the contracting parties made the plans impossible.

7. During this period, 1796 - 1815, only five students of the Hartwick Foundation entered the ministry of the Lutheran Church.

8. Upon the death of the last surviving executor, the Hon. Jeremiah Van Rensselaer, the management of the Hartwick Estate was willed to Dr. John Knauff of Albany, N.Y. He caused Hartwick Seminary to be built on its present location and in the year 1816 turned the funds over to the Trustees which had been elected by the New York Ministerium.

9. Hartwick Seminary was incorporated by the Legislature of the State of New York on the 17th of April, 1816, and was granted a charter on the 16th of August, the same year, by the Regents of the University of the State of New York.

10. The Board of Trustees elected Rev. Dr. Ernest L. Hazelius as the first principal. He took charge in the fall of 1815 and on the 15th of December of that year, Hartwick Seminary was formally opened.

CHAPTER II

The Curriculum Expansion Of Hartwick Seminary

This chapter will be devoted to a description of the expansion of the curriculum of Hartwick Seminary. Since the year 1815, when the institution was formally opened, many changes have taken place in the number and variety of courses which were given. For the sake of convenience this curriculum discussion will be divided into definite periods, each one determined by the changes which took place. Within each period only certain years will be described. These years will be determined by the amount of material which is available, as well as by the importance of the changes which took place.

The material for this chapter is taken from four sources. The "School Journal" of Rev. Dr. Hazelius, the first principal, will be used as a source of information for the first two years. (39) This aged document of about fifteen pages was a diary in which the principal made daily and detailed comments on his work, and in which he kept the roster of students and the bookkeeping accounts. The daily insertions cover a period of two years, 1815 to 1817, but

---

39. Archives of Hartwick Seminary. Miscellaneous Papers. School Journal of Rev. Hazelius. This is a manuscript of about 15 pages containing the diary of Rev. Hazelius from 1815 - 1817 together with the lists of students from 1815 - 1830 and the bookkeeping accounts of the principal.

the roster of students by years covers the entire period of his principalship, from 1815 - 1830. The authenticity of this document rests upon the fact that the names of students appearing in the "School Journal" are identical with those appearing in the catalogue printed in the year 1827. In addition, the register of students after 1822 compares identically with the names appearing in the "Roll Book and Constitution" of the Philophroneon Society. (40) Again, the curriculum for the year 1815 - 1816, which appears in the "School Journal" in the form of scattered items, is identical with the curriculum given by the principal for that year in his annual report to the Board of Trustees.

The second source of information lies in the catalogues which appeared first in the year 1827, then in 1834, in 1844 and after that annually. (41) The catalogues usually designated the courses, the subjects which were offered, and after the year 1881, the curricula in full.

The third source of information for this chapter is found in the reports of the principals which were given in

---

40. Archives of Hartwick Seminary. Philophroneon Society.
Roll Book and Constitution. 1816 - 1871.
Minute Books. 1822 - 1933.

41. Catalogues of Hartwick Seminary. Vol. I. 1827 - 1880; Vol. II. 1881 - 1915; Vol. III. 1916 - 1933.

writing at the annual meetings of the Board of Trustees. (42) These yearly reports are included in the Archives of Hartwick Seminary from 1815 to 1878 and give detailed information relative to the subjects which were taught.

A fourth source of information lies in the minutes of the Board of Trustees. These minute books show the action taken by the Board on the recommendations of the principal. They also include in full the reports of the Board of Trustees to the Regents of the University of the State of New York after the year 1839. (43) From these four sources it is possible to trace in detail the changes which took place in the curriculum of Hartwick Seminary.

A. First Period. 1815 - 1833.

The development of the first curriculum of Hartwick Seminary was a worthy achievement of Rev. Dr. E. L. Hazelius. This curriculum was determined, as we shall see, by two factors, the qualifications of the first students and by the previous experience of the principal. (44)

---

42. Archives of Hartwick Seminary, Reports of the Principals.
    Vol. V. 1813 - 1820
    VI. 1820 - 1830
    VII. 1831 - 1840
    VIII. 1841 - 1858
    IX. 1859 - 1868
    X. 1869 - 1878

43. Minutes of the Board of Trustees. Vol. I. 1816 - 1852. Vol. II. 1853 - 1896. Vol. III. 1897 - 1915. Vol. IV. 1916 - 1928.

44. Rev. Hazelius was a teacher in Nazareth Hall, a Moravian Seminary, from 1801 - 1809. He then conducted a private school in New Germantown, N.J., from 1810 to 1815.

In the first ten pages of the "School Journal" there are daily insertions, many of which refer to the subjects introduced and taught in the school. The first item in the diary of Rev. Dr. Hazelius relates that the names of the students were taken and "inquiry made respecting their proficiency in the different branches they had been taught hitherto, for the sake of classing them." (45) Thus the first curriculum was based upon the previous preparation of the scholars. Other items from the "School Journal" which refer to subjects which were included in the curriculum of the first year follow:

"Jan. 23. As I found it difficult by the increase of scholars to take charge of all the scholars alone, I agreed with Mr. Comstock to take charge of the arithmetic scholars and to keep every Wednesday afternoon and Saturday morning a writing class. I likewise agreed with Chauncey Dewey to take charge of the second and third grammar classes. I took charge of a new Latin class. (46)

Feb. 1. Mr. Comstock opened today his writing class with eight scholars. (47)

Feb. 3. I made a regulation today that in the future the grammar scholars of the first class should compose pieces of their own, two every week on Saturday, and that next Saturday Clark Davison and Chauncey Dewey should make a beginning. (48)

---

45. Archives of Hartwick Seminary, Miscellaneous Papers. School Journal of Rev. Hazelius.

46. Archives of Hartwick Seminary, Miscellaneous Papers. School Journal of Rev. Hazelius. The pages of this manuscript are unnumbered.

47. Loc. cit.

48. Loc. cit.

"Feb. 14. Not feeling well today I kept no Bible instruction. (49)

Feb. 23. I commenced with a number of scholars bookkeeping which is to be kept in the future every Tuesday afternoon and Wednesday afternoon. (50)

Mar. 6. Today we had Bible instruction but I begin to find that many endeavor to absent themselves without a sufficient reason. (51)

Mar. 16. I was pleased with the exercises in composition. (52)

Mar. 17. Mr. Christie having gone through the six books of Euclid very much to my satisfaction, and having learned the rules of prosody, joined the Latin class. (53)

Mar. 20. We had Public Speaking in the afternoon. (54)

Apr. 2. Today I began the Selectae Veteri with the scholars of the third Latin class, several of whom have shown a degree of application which will be advantageous as it is honorable to themselves." (55)

On the 11th of April the first term ended with an examination of the students. This item in the "School Journal" gives the number of classes which were held during the term.

---

(49). Loc. cit.

(50). Loc. cit.

(51). Loc. cit. (From the dates in the "School Journal", Bible instruction consisted of a weekly lecture in church history attended by all students.)

(52). Loc. cit.

(53). Loc. cit.

(54). Loc. cit.

(55). Loc. cit.

"Apr. 11. Today was examination of the different classes in the presence of a great number of friends and well wishers of the institution. I cannot refrain here to express my satisfaction with the performance of the scholars. We commenced the work of the day with prayer; afterwards I addressed the spectators and then began the examination with the arithmetic scholars. Then followed the different grammar classes; then the geography class, the geometry scholars and finally the three Latin classes and the Greek class. After having gone through the various exercises I addressed the scholars and the Rev. Mr. Smith from Cooperstown concluded the day with prayer." (56)

Summary of the First Term.

During the first term of school, from December 5th, 1815, to the 11th of April, 1816, fourteen classes were held as follows:

English Grammar. Three Classes
Geography
Arithmetic
Writing
Composition
Church History
Bookkeeping
Latin. Three Classes
Geometry
Greek

Of these fourteen classes, geography, arithmetic, writing and at least two of the three English grammar classes were elementary. These classes were taught by two of the advanced students. (57) Church history consisted of a weekly lecture which all students attended. (58) The other classes may be counted as secondary in content, with

---

56. Loc. cit.

57. The third English grammar class may have been composed of secondary students, for some of the names of students mentioned as belonging to this class were also enrolled in a Latin class.

58. All the students of the school, irrespective of age, attended this class. From the dates in the "School Journal", this class met once per week.

"Apr. 11. Today was examination of the different classes in the presence of a great number of friends and well wishers of the Institution. I cannot refrain here to express my satisfaction with the performance of the students. We commenced the work of the day with prayer; afterwards I addressed the spectators and then began the examination of the Philadelphia scholars. Then followed the different grammar classes; then the geography class, the geometry scholars and finally the arithmetic classes and the Greek class. After having gone through the various exercises I addressed the scholars and the Rev. Mr. Smith from Hagerstown concluded the day with prayer." (56)

Summary of the First Term.

During the first term of school, from November 5th, 1815, to the 11th of April, 1816, fourteen classes were held as follows:

English Grammar. Three Classes	Church History
Geography	Bookkeeping
Arithmetic	Latin. Three Classes
Writing	Geometry
Composition	Greek

Of these fourteen classes, geography, arithmetic, writing and at least two of the three English Grammar classes were elementary. These classes were taught by two of the advanced students. (57) Church History consisted of a weekly lecture which all students attended. (58) The other classes may be counted as secondary in content, with

---

56. Loc. cit.

57. The third English grammar class may have been composed of secondary students, for some of the names of students admitted to [illegible] in this class were also qualified in a Latin class.

58. All the students of the school, irrespective of age, attended this class. [illegible] the "School Journal", [illegible]

perhaps the exception of bookkeeping. (59)

Second Term of the Year 1815 - 1816.

The second term began on May 20th and continued until the 28th of August. (60) Several notations from the "School Journal" follow which indicate additions to the curriculum.

"May 27. On this day we opened the summer session as usual with prayer. I made the following arrangements. The first Latin and Greek class will possess the north east room on the first floor of the Academy. The Arithmetic and English Grammar classes will be in possession of the large east room on the second story of the Academy where also geography, bookkeeping and writing shall be taught. Mr. Dewey shall take the inspection of the arithmetic scholars and the first Latin class. Mr. John Christie teaches the second grammar class. (61)

June 8. I closed the reading of the seventh book of Virgil with the second Latin class. (62)

July 2. I commenced to give French lessons to Christie and Mercereau which class was joined by Wright, Nash and Foote. (63)

July 10. I finished in the first Greek class the third book of Xenophon. (64)

---

59. In his reports to the Board of Trustees, the principal always grouped bookkeeping with the elementary classes, but according to the names mentioned in the "School Journal," all students who were capable were admitted to this class irrespective of other work taken.

60. Archives of Hartwick Seminary. Miscellaneous Papers. School Journal of Rev. Hazelius.

61. Loc. cit.

62. Loc. cit.

63. Loc. cit.

64. Loc. cit.

perhaps the Anabasis of Xenophon. (58)

Second Term of the New Unit - 1847.

The second term began on the 20th of May and continued until the 12th of August. (59) Several quotations from the "School Journal" follow which point to additions to the curriculum.

"May 27. On this day we commenced the second session of school with prayer. I made the following arrangement. The first Latin and Greek class will recite in the north east room on the first floor of the school. The arithmetic and English grammar classes will be in possession of the large east room in the second story of the academy where also geography, bookkeeping and writing shall be taught. Mr. Gray shall take the inspection of the arithmetic scholars and the first Latin class. Mr. John Christie teaches the second grammar class. (61)

June 8. I closed the reading of the sixth book of Virgil with the second Latin class. (62)

July 9. I commenced to give French lessons to Sheridan and Marchand which class was joined by Wright, Nash and Roots. (63)

July 10. I finished in the first Greek class the third book of Xenophon. (64)

---

59. In his reports to the Board of Trustees, the principal always grouped bookkeeping with the elementary classes, but according to the above most taken from the 'School Journal,' all students who were capable were admitted to this class irrespective of class with which.

60. Archives of Moravian Seminary, Miscellaneous Papers. School Journal of Rev. [illegible].

61. Loc. cit.

62. Loc. cit.

63. Loc. cit.

64. Loc. cit.

July 16. In the second Latin class we finished the third Oration of Cicero against Cataline. (65)

July 26. Today I went surveying with Christie, Dodge and Kenman on which account there could be no lecture in Church History. (66)

July 27. We finished the fourth Oration of Cicero against Cataline in the second Latin class. (67)

Aug. 13. I commenced today the Satyres of Horace with Christie and Snow. (68)

Aug. 20. William Snow and Horatio Averell commenced Xenophon today. The first Latin class had begun to read the second book of Horace's Satyres some days ago." (69)

Summary of the Second Term.

During the second term, the changes in the curriculum were in the nature of additions to the secondary curriculum together with a great deal of enrichment within the fields of Latin and Greek. French, another class of Greek and surveying were introduced as new subjects. Other texts were added to the courses in Greek and Latin, and as soon as one book was finished another was begun, irrespective of the length of the term remaining. This makes possible

---

65. Loc. cit. (Within a period of four weeks this class read the four Orations of Cicero against Cataline according to the dates in the "School Journal.")

66. Loc. cit.

67. Loc. cit.

68. Loc. cit. (This is another example of a class finishing one book and proceeding immediately to the study of another text.)

69. Loc. cit.

the assumption that there was no definite amount of work prescribed for any definite length of time, and that each class proceeded at its own rate of speed. (70)

Summary of both Terms of the Year 1815 - 1816.(71)

At the close of the first school year, the principal gave the following information in respect to classes and enrollment in his annual report to the Board of Trustees: (72)

"1. In Greek 6 have received instruction. (Xenophon and the New Testament.)
2. In Latin 28. (Grammar, Caesar, Virgil, Cicero and Horace.)
3. In the French Language 5.
4. In Mathematics, viz: Surveying and Euclid 4.
5. In Geography 17 students.
6. In English Grammar 37.
7. In Arithmetic 34.
8. In Bookkeeping 15.
9. In Writing 37."

The report indicates that the elementary classes enjoyed the largest enrollment, but also that the secondary courses enjoyed the greatest enrichment in subject matter, for two texts were read in Greek and five in Latin. In addition,

---

70. In the "School Journal" Rev. Hazelius mentioned it every time a new text was begun. Quite a few new texts were introduced in the middle or toward the end of the term. This indicates that each class may have proceeded at its own rate of speed, and as soon as one author was read, another was begun. See Ref. 68, pp.38.

71. Because of the late start of school, December 5th, there were only two terms of school the first year. In the following year, four terms of school were given. This was unsatisfactory and thereafter there were three terms.

72. Archives of Hartwick Seminary. Vol. V. 1813 - 1820. Reports of Rev. Hazelius to the Board of Trustees.

two new courses were added to the secondary curriculum, namely, surveying and French.

School Year 1816 - 1817

First Term.

The second school year began on the second of October.(73) During the summer months the Board of Trustees had engaged Mr. John Quitman as the assistant teacher. (74)(75) Whether the presence of an assistant teacher induced Rev. Dr. Hazelius to add to the curriculum is not known, but during the year a great many courses had been added. The "School Journal" gives the schedule of Rev. Dr. Hazelius for the first term but omits to mention specifically the classes taught by Mr. Quitman.

Schedule of Classes for Dr. Hazelius

" A.M.	P.M.
Greek Grammar	Greek Grammar
Virgil	Virgil
English Grammar	English Grammar
French	Horace
Euclid	Geography " (76)

---

73. Archives of Hartwick Seminary. Miscellaneous Papers. School Journal of Rev. Hazelius.

74. Minutes of the Board of Trustees. Vol. I. 1816 - 1852.

75. Claiborne, J.E. Life and Correspondence of General John A. Quitman. New York: 2 Vol. Harper & Bros. 1860. Chapter II.

76. Archives of Hartwick Seminary. Miscellaneous Papers School Journal of Rev. Hazelius.

two new courses were added to the secondary curriculum, namely, surveying and French.

School Year 1816 - 1817

First Term.

The second school year began on the ninth of October.(73) During the summer months the board of trustees had engaged Mr. John Quitman as the assistant teacher.(74)(75) Whether the presence of an assistant teacher relieved Rev. Dr. Hazelius in any of his teaching is not known, but during the year a preparatory course had been added. The "School Journal" gives the schedule of Rev. Dr. Hazelius for the first term but makes no mention specifically the classes taught by Mr. Quitman.

Schedule of Classes for Dr. Hazelius

A.M.	P.M.
Greek Grammar	Greek Grammar
Virgil	Virgil
English Grammar	English Grammar
French	French
Euclid	Surveying (76)

---

73. Archives of Hartwick Seminary. Miscellaneous Papers. School Journal of Rev. Hazelius.

74. Minutes of the Board of Trustees. Vol. I. 1815 - 1837.

75. Claiborne, J.F.H. Life and Correspondence of General John A. Quitman. New York: Harper Bros. 1860. Chapter IV.

76. Archives of Hartwick Seminary. Miscellaneous Papers. School Journal of Rev. Hazelius.

In addition to these classes, Rev. Dr. Hazelius gave a weekly lecture in church history and on pleasant afternoons took his students surveying.

Mr. John Quitman probably taught the other classes, namely, geography, arithmetic, writing, composition and Latin grammar. The remarkable thing about this curriculum is that it was given for twenty-five students who were enrolled at the beginning of the term. (77)

Second Term. Jan. 4th to April 16th, 1817.

The second term's work was even more comprehensive. The data for this term are found both in the "School Journal" as well as in the annual report to the Board of Trustees at the close of the school year.

The principal recorded a complete roster of classes and students at the close of this second term, and in many cases gave the amount of work covered by the class. (78)

"Since the last semi-annual examination held on August the sixteenth, forty scholars have received instruction in Hartwick Academy in the following branches: (79)

1. Greek and Latin Class. Teacher, Dr. Hazelius.
   They have read during the last two terms: Greek Minora, finished Horace, read two books of Cicero and studied six books of Euclid.

---

77. Archives of Hartwick Seminary. Miscellaneous Papers. School Journal of Rev. Hazelius.

78. Op. cit. This report of classes covers both terms of the year 1816 - 1817 including the classes given during the first term. It is impossible to state from the report which classes continued for two terms and which for one term only, except in such cases in which Dr. Hazelius makes specific mention of the time.

79. At the beginning of the school year there were 25 pupils. By the end of the second term, 40 were enrolled.

2. Class in Latin. Teacher, Mr. Quitman.
   They have recited the Odes, Satyres and Epistles of Horace. Also the book *De Arte Poetica*.

3. Greek Class. Teacher, Mr. Quitman.
   They have read the six books of Xenophon.

4. Latin Class. Teacher, Dr. Hazelius.
   They have read the six books of Aeneis and the four Orations of Cicero.

5. Greek Class. Teacher, Dr. Hazelius.
   They have studied Greek Grammar and the first book of Xenophon.

6. Latin Class. Teacher, Mr. Quitman.
   They have read two books of Caesar and five books of Virgil.

7. Latin Class. Teacher, Mr. Quitman.
   They have studied the Liber Primus in part, one book of Caesar and one book of Virgil.

8. Latin Class Teacher, Dr. Hazelius.
   They have studied Latin Grammar and Clark's Introduction.

9. Hebrew Class. Teacher, Dr. Hazelius.

10. Surveying. Teacher, Dr. Hazelius.

11. Algebra. Teacher, Dr. Hazelius.

12. Logic. Teacher, Dr. Hazelius.

13. Geography. Four Classes.
    Three Classes, Dr. Hazelius.
    One Class, Mr. Quitman.

14. Euclid. Teacher, Dr. Hazelius.

15. Bookkeeping, Double Entry. Teacher, Dr. Hazelius.

16. French. Teacher, Dr. Hazelius.

17. English Grammar. Teacher, Dr. Hazelius
    Mr. Quitman.

18. Arithmetic. Teacher, Mr. Quitman.

19. Public Speaking. Teacher, Dr. Hazelius.

20. Composition. Teacher, Mr. Quitman.

21. Church History. Teacher, Dr. Hazelius. (80)

Recapitulation

Classes taught in one or both semesters, from October 2nd, 1816, to April 16th, 1817, twenty-six weeks.

Classes of Dr. Hazelius

Latin (3 classes)
Greek (2 classes)
Hebrew
French
Surveying
Algebra
Euclid (2 classes)
Bookkeeping
Logic
Geography (3 classes)
English Grammar (2 classes)
Public Speaking
Church History

Classes of Mr. Quitman

Latin (3 classes)
Greek
Geography
English Grammar (2 classes)
Arithmetic
Composition (2 classes)
Reading & Writing

Dr. Hazelius taught twenty classes and Mr. Quitman twelve. The elementary curriculum was composed of the following: arithmetic, English grammar, geography, composition, reading and writing, and perhaps bookkeeping, as the latter was usually grouped by the principal in with the elementary subjects in his reports to the Board of Trustees.

The secondary curriculum was composed of Latin, Greek, Hebrew, French, surveying, algebra, geometry, and logic. Composition, church history and public speaking were taken by all pupils. These classes met once a week. The other classes met daily, and some of them twice a day, as the following report of the principal will show.

---

80. It is impossible to state how many of these classes continued for two terms and how many for one term only.

During this time, algebra, Hebrew and logic were added to the curriculum. As for enrichment within the fields of Latin and Greek, it is only necessary to state that the Greek authors included the following: New Testament, Xenophon, and Greek Minora; the Latin authors included: Caesar, Horace, Cicero, Virgil, Grammar, and De Arte Poetica, together with a text in Latin grammar.

At the close of the school year 1816 - 1817, the principal made his annual report to the Board of Trustees. This report, at least that part of it which deals with the curriculum, is given in full, because the principal felt that too many classes were being given, and that the curriculum needed revision. (81)

"Report of the State of Hartwick Seminary
August 27, 1817

The undersigned principal of Hartwick Seminary begs leave to report the state of the institution at the present meeting in the following manner:

Since the last meeting of the Board, 66 scholars received instruction in the following branches: (82)

In Latin, 34 scholars. Some have read Caesar's Commentaries, others Virgil, Horace, Cicero's Orations and Cicero De Oratore.

In Greek 13 scholars. Some commenced with grammar. Others came from different institutions, having already made a beginning in this language. The authors which they have read besides the Greek Delectus and the New Testament are Xenophon's Cyropaedie, Xenophon's Memorabilie, Socrates, the Greek Minora and the Greek Septuagint.

---

81. Archives of Hartwick Seminary. Vol. V. 1813 - 1820. Report of the Principal to the Board of Trustees.

82. At the beginning of the year, 25 scholars were enrolled. At the end of the second term, 40 and by the end of the third term, 66 had received instruction.

In Hebrew, 1 scholar.

In French, 10 have received instruction. French grammar and exercises laid the foundation. We have read the Testament and Telemaque.

In Mathematics we have taught the art of surveying, algebra and the elements of Euclid to 10 scholars.

Reading and Writing lessons to 13 scholars.

In Arithmetic, instruction has been given to 32 scholars.

In Bookkeeping, 11 scholars have gone through one compendium of Jackson's Bookkeeping by double entry.

In Geography, 35 scholars have received lessons.

English Grammar has been taught to 36 scholars.

In Composition all scholars have received instruction.

Besides these different branches, the scholars have had exercises in declamation every other Wednesday afternoon and religious instruction has been given to the scholars by the principal every other Wednesday afternoon. Thus instructions have been given to the scholars of Hartwick Academy in fifteen different branches nearly throughout the year and in most of them two recitations every day, and in several, particularly in Latin and Greek and Mathematics, the teachers have had from 13 to 16 lessons to hear during the regular hours so that the time was always too short, and we have kept on the average 8 hours of school every day.

The reason for this is the singular situation of seminaries of learning in this part of our country, where it is not within the power of the principal or the trustees to adopt a regular system of education, but where every scholar believes himself to be the best judge of the path he is to pursue and to have the right for his money not only to receive instruction in such branches as he chooses, but will not submit to follow the direction of the teachers but his own notions. As this is submitted to by all academies in this part of the country, we would obtain no scholars at all if we did not indulge in this respect the wishes of the pupils. This circumstance is very detrimental to the progress of the scholars and enhances also considerably the work of the teachers, so that a small number will take up the time generally allotted to school hours."

Two facts of interest can be stated from the data given by the principal in his report. First, that the curriculum was based not only upon what the principal conceived to be proper, but also upon the specific demands of the students who were enrolled. Rev. Dr. Hazelius was very certain that it was impossible to adopt a "regular system of education" because students believed that they had a right to "follow their own notions."

In the second place, the large number of classes may have been due in part to the fact that many students enrolled after school began. At the opening of school there were twenty-five students. Before the second term ended, the enrollment rose to forty, and by the time the year closed 66 scholars had received instruction. It is possible then that many of these classes were organized in the middle of a term to meet the demand caused by fresh enrollments. The enrollment in all of the secondary classes was small and there was an average of less than 4 students per class during the first two terms of this school year. (83)

Summary of the School Year 1816 - 1817.

During the second year of Hartwick Seminary there was not only an increase in the number of subjects taught, but also a great enrichment within several of these subjects, notably Latin, Greek and mathematics.

---

83. Archives of Hartwick Seminary. Miscellaneous Papers. School Journal of Rev. Hazelius. When Dr. Hazelius listed the classes at the close of the second term, (see pages 40 and 41) he also gave the enrollment. In 12 classes the average was less than 4 to a class.

In some classes the amount of work covered was enormous. For instance, within a period of twenty-six weeks, one class read the six books of Virgil and the four Orations of Cicero. Still another class read the Greek Minora, Horace, two books of Cicero and six books of Euclid.

The curriculum was determined to some extent by the demands of students. The overloaded curriculum, which resulted from a duplication of many texts in different classes at the same time, was caused by the fact that new classes were organized to meet increasing enrollments as well as the individual demands of students.

School Year 1825 - 1826.

By the year 1826 the curriculum was divided into four general divisions. It was in this year that the "Rules and Regulations for the Scholars of Hartwick Seminary" were printed. (84) At the close of this pamphlet the curriculum of the school was advertised as follows:

"Branches Taught in Hartwick Seminary.

I Classics.

1. Latin. In Latin besides the elementary books (Adam's Latin Grammar, Viri Romae and Selectae) Caesar's Commentaries, Virgil, Cicero's Orations, Horace, Sallust, Cicero de Officiis, Livy, Cicero de Oratore and Tacitus.

2. Greek. In Greek besides elementary books (Gloucester Grammar and New Testament) Graeca Minora, Graeca Majora and Xenophon.

---

84. Archives of Hartwick Seminary. Miscellaneous Papers. Rules and Regulations for the Scholars of Hartwick Seminary. Printed for the School 1826. Twelve pages.

3. Hebrew. In Hebrew Reading with and without points. (Schabendorf's Grammar, Parkhurst's Grammar.)

II Modern Languages.

1. French. In French besides elementary books (Perrin's Grammar) Telemaque, L'Abeille, Charles XII, Gil Blas and exercises in writing and language.
2. German. In German Schades Grammar is used in which are contained exercises for writing and speaking. No particular work determined as a class book, but Schiller's Thirty Years' War and Klopstock's Messiah are recommended.

III Mathematics

1. Surveying. We use Flint's and the institution possesses an excellent compass for practical exercises in this art.
2. Euclid's Elements. Generally we use Playfair's edition.
3. Algebra. Day's Algebra is used.
4. Mensuration and Navigation. It is the intention to introduce Day's mathematics as a text book.

IV Other Branches of an English Education.

1. Geography. Woodbridge's System of Geography is used.
2. Bookkeeping. Jackson's system is used.
3. History. Tytler's is used.
4. Arithmetic. Daboll is in use.
5. English Grammar & Parsing. Murray's Grammar.
6. English Composition.
7. Orthography.
8. Calligraphy (According to the most approved copies.)
9. Reading. English Reader. "

This division of the curriculum was one of convenience with the exception that the fourth division, comprising the elementary studies, were classified as the "Branches of an English Education." This phraseology came into use at this time because the Regents of the University lowered the conditions upon which the Literature Funds were distributed among the academies. (85) From 1817 to 1826 the Literature Funds were distributed on the basis of the number of students enrolled in the classics. After the year 1826 the funds were divided among the academies on the basis of the number of students who "for four months during the preceding year shall have pursued classical studies or the higher branches of an English education." (85)

The first three divisions of this curriculum belonged to secondary studies. To this curriculum two additions had been made, namely German and mensuration. There was also still further enrichment in Latin. In the curriculum of 1817, six texts were read in Latin. (86) Now twelve were in use, including the elementary texts. In Greek the number of texts remained the same.

School Year 1829 - 1830

During the last year of Rev. Dr. Hazelius' incumbency, the list of classes became an impressive one in respect to

---

85. Hough, Franklin B. Historical and Statistical Record of the University of the State of New York. Albany: Weed, Parsons and Co., 1885. Pp. 845.

86. See page 44.

numbers. The increase in the number of classes does not mean that there were many additions to the curriculum. However, the method which Rev. Dr. Hazelius employed in organizing new classes, and the reasons which he advanced for the duplication in so many texts, are included because they resulted in the formation of a new curriculum which will be described at the beginning of the next period.

The report of Rev. Dr. Hazelius to the Board of Trustees for the year 1829 - 1830 gives in full the number of classes taught, the enrollment in each class and also the reason for this duplication. At this time he had the assistance of Rev. Dr. George B. Miller, and these two men taught 114 classes in the three terms of this year. (87)

October Term 1829 (88)

Classes of Dr. Hazelius		Classes of Dr. Miller	
Class	Enrollment	Class	Enrollment
Virgil	9	Reading	12
Cicero's Orations	6	French Grammar	7
Another Virgil	4	Telemaque	8
Another Cicero	5	Arithmetic	16
Caesar	2	Euclid	4
Euclid	4	English Grammar	12
History	12	Parsing	16
German	7	Murray's Exercises	11
Graeca Minora	7	Latin Grammar	13
Algebra	6	Writing	20
Surveying	1	Algebra	5

---

87. Rev. G. B. Miller was elected as the assistant teacher in 1827. In 1830 he succeeded Rev. Hazelius as the principal and remained until his death in 1869.

88. Archives of Hartwick Seminary. Vol. VI. 1821 - 1830. Report of Rev. Hazelius to the Board of Trustees.

Greek Grammar	7	Mapping	6
Viri Romae	6	Bookkeeping	1
Livy	5	Blair's Lectures	4
Sallust	7	Declamation	21
Mair's Intro.	18	Composition	13 "
Hebrew	2		
Nat. Philosophy	2		
Geography	12		
First Composition	13		
Second Composition	10		

In this first semester of the school year 1829 - 1830, thirty-seven classes were held according to the above report. Of these, Rev. Dr. Hazelius remarked in his report, that composition and declamation met once per week. All of the other classes met once per day in periods ranging from thirty to forty-five minutes. Rev. Dr. Hazelius taught most of the classics, modern languages and mathematics, and Rev. Dr. Miller taught the "English branches" and the elementary language classes.

"January Term 1830

Classes of Dr. Hazelius		Classes of Dr. Miller	
Class	Enrollment	Class	Enrollment
Virgil	6	English Grammar	12
Livy	4	French Grammar	14
German	6	French Reader	8
Greek Grammar	6	Euclid	7
Cicero's Orations	2	Graeca Minora	4
Arithmetic	12	Algebra	3
Greek Grammar	4	Writing	4
Cicero's Orations	4	French Grammar	13
Viri Romae	8	Horace	2
Euclid	3	Murray's Exercises	5
Natural Philosophy	5	Sallust	5
History	13	Virgil	5
Algebra	3	Latin Grammar	16
Geography	14	Viri Romae	4
Caesar	2	Composition	12
1st Composition	9	Rhetoric	5
2nd Composition	6	Declamation	20
Mair's Introduction	16	Latin Exercises	11 "

During this term each teacher taught eighteen classes and the responsibility for instruction in the classics was more divided than in the first term.

"May Term 1830

Classes of Dr. Hazelius		Classes of Dr. Miller	
Class	Enrollment	Class	Enrollment
Greek Testament	7	Reading	16
Virgil	3	Graeca Majora	2
Euclid	3	Latin Grammar	13
German	8	French	11
Caesar	6	Euclid	4
Natural Philosophy	9	Viri Romae	7
Arithmetic	25	German	4
Cicero's Orations	5	Reading	4
Algebra	9	Virgil	4
History	12	Writing	23
Livy	4	Horace	5
Graeca Minora	3	Murray's Exercises	11
Virgil	4	Sallust	7
Greek Testament	4	French Grammar	4
Horace	3	Algebra	7
Geography	24	French Reader	6
Algebra	3	English Reader	20
Surveying	1	Parsing	19
1st Composition	12	Latin Exercises	10
2nd Composition	11	Declamation	22
Mair's Introduction 1st class	15	Composition	17 "
Mair's Introduction 2nd class	10		

During this term Rev. Dr. Hazelius taught twenty-two and Rev. Dr. Miller twenty-one classes. It is evident by the figures that the elementary classes enjoyed the largest enrollment. On the other hand, these two teachers offered all of the secondary courses which were advertised, even though there was often a duplication of classes and generally small enrollments. It is possible to say, then, that the school was predominently elementary in its enrollment but also predominently secondary in the number of courses

offered.

By the year 1830 the only addition made to the curriculum was natural philosophy. Chemistry was also offered in the catalogue published in the year 1827 (89) but it was not given until the year 1832.

In this same report the principal notes the following enrollment figures. "During the first term 37 students. During the second term 41 students. During the third term 48 and during the whole year 64 students." (90) These figures are significant. During the first term thirty-seven classes were held and there were only thirty-seven students enrolled. Likewise, during the second term thirty-six classes were held and forty-one students were enrolled. During the third term forty-eight students attended and forty-three classes were held. The assumption is that the roster of students was never constant and many students were enrolled for only a term or two. This necessitated the constant organization of new classes at the beginning of each new term, and may account for the rather frequent duplication of classes studying the same text.

Rev. Dr. Hazelius, in his report to the Board of Trustees at the close of the school year 1828 - 1829, gave the

---

89. Catalogues of Hartwick Seminary. Vol. I. Catalogue of 1827.

90. Archives of Hartwick Seminary. Vol. VI. 1821 - 1830. Report of the Principal to the Board of Trustees.

following reason for the duplication of classes: (91)

> "Another hinderance to the scholars presents itself to your teachers in the manner which we are obliged to adopt in the regulation of classes. Most parents either prescribe to the teachers the branches which their children are to study, or what is worse, leave it to their children to choose such studies as they like...... By this circumstance a great number of classes are created and classes are often excluded which your teachers would desire to include for the benefit of the scholars."

In the report for the year 1829 - 1830, Rev. Dr. Hazelius again drew attention to the large number of classes and gave the same reason as above. He had been requested by the Board of Trustees to form a "Respectable Curriculum" and reported on this project: (92)

> "The honorable Board will observe from the sketch that we have followed the plan which circumstances and necessity but not our own choice prescribed. Your principal has complained in former reports of the difficulties under which we labor. By a resolution of the Board, I have been designated to form a plan to be laid before you at your present meeting, conformable to the higher gymnasia in our country; with this in view I procured the courses of study prescribed at the Polythechnique at Chittenango, at the Pittsfield Gymnasium and the Roundhill School in Massachusetts and a number of others from different parts of the country. On a close examination I found that such plans can be brought into operation only with a numerous body of teachers, which our funds will not allow to engage."

From these two reports it is possible to understand why the number of classes grew to such proportions, although the curriculum remained the same.

---

91. Archives of Hartwick Seminary. Vol. VI. 1821 - 1830. Report of the Principal for the Year 1828 - 1829.

92. Archives of Hartwick Seminary. Vol. VI. 1821 - 1830. Report of the Principal for the Year 1829 - 1830.

Other classes were taught and offered during this period which have not as yet been mentioned because they were taught or offered in such years as were not studied in this period. Trigonometry was taught in the year 1824 - 1825 and then did not reappear until 1836. (93) In the year 1827 the catalogue of Hartwick offered chemistry and natural history. (94) Chemistry and natural history were not taught, however, until the year 1832. Ancient geography appeared in the year 1823 - 1824 (95), was given for this year only and then did not appear again in the curriculum until the year 1834. During the years 1828 - 1830 Spanish and piano were taught by one of the resident students (96), Mr. Smith, but after his graduation in 1830, these subjects were dropped.

Rev. Dr. Hazelius resigned as principal at the annual meeting of the Board of Trustees, in August 1830. (97). Rev. Dr. G. B. Miller was chosen as his successor. He followed the same plan of organizing classes as the need arose until the close of the school year of 1833 - 1834.

---

93. Archives of Hartwick Seminary. Vol. VI. 1821 - 1830. Annual Report of Rev. Hazelius to the Board of Trustees.

94. Catalogues of Hartwick Seminary. Vol. I. 1827 - 1880. Catalogue of the year 1827.

95. Op. cit.

96. Op. cit.

97. Minutes of the Board of Trustees. Vol. I. 1816 - 1852.

During these years Rev. Dr. Miller worked on the plan of a new curriculum, which was finally adopted in the summer of 1834 and which went into operation at once. A discussion of this new curriculum will follow in the next period.

CONCLUSIONS 1815 - 1833

1. The first curriculum of Hartwick Seminary was formulated upon the basis of the previous preparation and learning of the students. It included six elementary and three secondary studies in addition to one class in religion attended by all students. Before this year, 1815 - 1816, ended, two secondary subjects were added and there was also some enrichment in the fields of Latin and Greek.

2. During the second school year, 1816 - 1817, three more subjects were added to the secondary curriculum, with additional enrichment in Latin and Greek.

3. By the year 1826 the curriculum was divided into four general divisions: The classics, modern languages, mathematics and the elementary branches, or "The Branches of an English Education," as they were called.

4. By the year 1826 only three additions had been made to the elementary curriculum, namely history, writing and spelling.

5. Although the extraordinary large number of classes which were taught during the latter part of this period indicate a duplication of classes rather than additions to the curriculum, nevertheless this duplication, caused by the constantly changing roster of students, resulted in the formation of a new standard three year curriculum in the year 1834.

6. During this entire period the enrollment was largely in the elementary classes, but the majority of classes taught were secondary in content. In other words, the school was more elementary than secondary on the basis of enrollments, but more secondary than elementary on the basis of classes taught.

7. During this period the elementary curriculum was expanded to the following:

   English Grammar
   Reading & Writing
   Spelling
   Geography
   Arithmetic
   Bookkeeping
   Logic
   Declamation
   Composition
   Mapping
   Parsing
   Murray's Exercises

8. The courses in mathematics included the following in this period from 1815 - 1833:

Surveying
Euclid
Algebra
Navigation
Trigonometry

9. The course in modern languages grew to the following:

German Grammar
German Literature
French Grammar
French Literature
Spanish
(For two years)

10. The classical curriculum grew from four classes in 1815 to the following by the year 1833:

- Greek
  - Greek Grammar
  - New Testament
  - Graeca Minora
  - Graeca Majora
  - Xenophon
  - Socrates
- Hebrew
  - Grammar
  - Old Testament
- Latin
  - Grammar
  - Exercises
  - Viri Romae
  - Delectus
  - Caesar
  - Virgil
  - Horace
  - Cicero de Officiis
  - Cicero's Orations
  - Cicero de Oratore
  - Livy
  - Sallust

11. Other subjects which in subsequent years were to be known as the "Higher Branches of an English Education," added to the curriculum or offered during this period, were:

Ancient Geography
Natural Philosophy
Chemistry
Natural History

B. Second Period. 1834 - 1850.

Upon the resignation of Rev. Dr. Hazelius, the burden of making an acceptable curriculum fell upon the shoulders of his successor, Rev. Dr. G. B. Miller. This new curriculum was finished in the summer of 1834 and the Board of Trustees approved it and it was put into effect immediately at the beginning of this school year. (98)

The curriculum included a review of elementary subjects, and combined the courses in mathematics and science with the classics in a three year course,upon completion of which the student would be prepared to enter the junior year of college. (99)

The first year of three terms was called the "Beginners Year" in which the student reviewed his work in English grammar, history, arithmetic and geography. Latin and Greek grammar were also taught in this year. Strange to say, all work in English terminated at the close of the first term of this year.

In the second and third years of the curriculum, known as the Freshman and Sophomore Years, most of the emphasis was placed upon the classics. In mathematics, there were only four classes, one in plane geometry, one in solid geometry and two in algebra. There were also only two

---

98. Minutes of the Board of Trustees. Vol. I. 1816 - 1852.

99. Archives of Hartwick Seminary. Vol. VII. 1831 - 1840. Report of the Principal to the Board of Trustees.

	First Year..Beginners	Second Year..Freshmen	Third Year..Sophomores
FIRST TERM	Latin Grammer.......30M* Jacob's Reader......30M Mair's Introduction First Lessons.....60M English Grammer.....60M Geography, 1st part Woodbridge........30M Review, Arithmetic..60M	Caesar..............40M Virgil, 1st book....40M Graeca Minora,Prose.40M Greek Introduction, Easy Lessons......40M Natural Philosophy..30M	Tacitus..............40M Horace, Latin Prose..40M Xenophon's Cyrop. & Analysis...........40M Greek Majora.........40M Le Gendre, Solids....40M Mair's Introduction..40M
SECOND TERM	Jacob's Reader......40M Mair's Introduction, First Course .....30M Greek Grammer & New Testament.........30M History, Tytler's... Geography, 2nd part Woodbridge........30M	Virgil, 2, 3 & 4 books......40M Cicero's Orations against Cataline..40M Mair's Introduction.40M Graeca Minora, Poetry...........40M Chemistry...........40M Ancient Geography...30M	Horace...............40M Roman Antiquities....20M Livy, Five Books.....40M Lysias, Isocrates & Demosthenes........40M Algebra, Burdon, till equations of the second degree......40M Greek Introduction...20M
THIRD TERM	Jacob's Reader......60M Caesar..............40M Graeca Minora, 28 pages........40M Mair's Introduction.30M History, Tytler's...30M	Virgil, 5 & 6 books.40M Cicero's Orations...40M Mair's Introduction.40M Herodotus & Thucy...40M Legendre,Plane Geom.40M Sallust & Cicero de Officiis.........40M	Tacitus..............40M Xenophon's Memorabile & Plate ....30M Aristotle............30M Odyssey..............30M Algebra, continued...40M

German and French shall be taught constantly.
The lower branches to be taught by the students.
Those who wish to enter the first year of classical studies must pass an examination therein.
*M - indicates the number of minutes the class was in session.

classes in science, one each in natural philosophy and chemistry. There were also six classes in history, (Mair's Introduction) and one class in ancient geography. All the other classes were in the classics. The student was led from one author to another until he read Caesar, Virgil, Cicero, Herodotus, Thucydides, Sallust, Tacitus, Horace and Livy in Latin and Graeca Minora, Graeca Majora, Xenophon, Lysias, Isocrates, Demosthenes, Plato and Aristotle in Greek. Of the total of fifty classes in this three year curriculum, nineteen were given in Latin and eleven in Greek, a total of thirty, or three-fifths of the whole course. German and French were also taught constantly, but these subjects were not compulsory in the college entrance course. (100)

With the adoption of this curriculum, elementary work no longer received the emphasis it did before. From now on only such elementary work was given which was necessary to prepare elementary students attending for entrance into this curriculum. An examination in elementary studies was also necessary for entrance into this three year curriculum.

Three years later, in his report to the Board of Trustees, Rev. Dr. Miller had this to say about the success

---

100. Archives of Hartwick Seminary. Vol. VII. 1831 - 1840. Report of Rev. Miller to the Board of Trustees. 1834. This reference to German and French was appended to the curriculum.

classes in science, one each in natural philosophy and chemistry. There were also two classes in history, (Smith's Introduction) and one class in ancient geography. All the other classes were in the classics. The student was led from one author to another until he had read, Virgil, Cicero, Herodotus, Thucydides, Sallust, Tacitus, Horace and Livy in Latin and Greek; Homer, Xenophon, Sophocles, Lysias, Isocrates, Demosthenes, Plato and Aristotle in Greek. Of the total of fifty classes in this three year curriculum, nineteen were given in Latin and eleven in Greek, a total of thirty, or three-fifths of the entire course. German and French were also taught informally, but these subjects were not regularly in the college entrance course. (100)

With the adoption of this curriculum, elementary work no longer received the emphasis it did before. There was only such elementary work as given which was necessary to prepare elementary students admitted for admission into this curriculum. An examination in elementary studies was also necessary for admittance into this three year curriculum.

Three years later, in his report to the Board of Trustees, Rev. Dr. Miller was able to say about the success

---

100. Archives of Hartwick Seminary. Vol. VI. 1833 - 1840. Report of Rev. Miller to the Board of Trustees. 1836. This reference to German and French was appended to the curriculum.

of this curriculum: (101)

> "We are now able to speak with some definiteness of the success of this course of study introduced three years ago, and the results of experience are altogether in its favor. Although the course properly requires four teachers to do it full justice, only two were employed, and these had their attention divided among the classical and theological departments, we have essentially accomplished what was proposed. Four students who entered at that time followed the course and have entered the junior year of Union College, and it may appear as settled that a young man with decent ability can go through his classical studies preparatory to the junior class of college in three years if he applies himself, which is a fair saving of one year."

The statement then is justifiable, that in the year 1834 Hartwick Seminary was organized as a preparatory school for college entrance. It offered studies equal to those given in the first two years of the college course of that day, and students entered the junior year of college upon completion of this curriculum in full. Although the term "Junior College" was then unknown, Hartwick Seminary was in essence a junior college, at least in this respect, that it covered the work common in those days to the first two years of the college curriculum.

That this course was of college grade and was recognized as such, is attested to by the number of colleges which admitted the graduates of Hartwick Seminary into their junior year. These colleges, casually mentioned in the reports of

---

101. Archives of Hartwick Seminary. Vol. VII. 1831 - 1840. Report of Rev. Miller to the Board of Trustees in 1837.

Rev. Dr. Miller, were: Union, Williams, Hamilton, University of Pennsylvania, Columbia, Geneva and the United States Military Academy. (102) The students, taking this course, later entered the professions of law, medicine, the ministry and the army.

A comparison of the curriculum of Union College in 1831 with this new curriculum of Hartwick Seminary in 1834 shows clearly a cuplication of courses, although no measurement of the contents of these courses is possible. (103) Of the forty subjects listed in the curriculum of Union College, twenty-two were offered by Hartwick Seminary in 1834. The greatest difference between these two curricula lay in the fields of mathematics and science. In the Union College curriculum, four more courses were given in mathematics and five more in science. On the other hand, Hartwick Seminary listed courses in French and German which were not offered in the Union College curriculum. (104)

Not all of the students who attended Hartwick Seminary took this course in full. Many students continued to

---

102. These colleges are named by Rev. Miller and also by his successors in their reports to the Board of Trustees, between the years 1837 and 1850. This course was also taken in full by the students preparing for the ministry. Upon graduation, they took two years of college work and then returned for three years of theology.

103. Catalogue of Union College. 1831. This catalogue was chosen only because it was available.

104. French and German were not listed in the Union College Catalogue of 1831. In addition to French and German, Hartwick Seminary offered a full theological course.

TABLE I CURRICULUM OF UNION COLLEGE IN 1831 COMPARED WITH THE CURRICULUM OF HARTWICK SEMINARY, AND THE DATE OF THE INTRODUCTION OF THE CORRESPONDING SUBJECTS TAUGHT

UNION COLLEGE 1831		HARTWICK SEMINARY 1834
Algebra		Algebra
Anatomy		-------
Roman Antiquities		Roman Antiquities
Arithmetic		Arithmetic
Astronomy		Astronomy
Blackstone		-------
Botany	1844	Botany
Calculus		--------
Chemistry		Chemistry
Composition		Composition
Conic Sections		Conic Sections
Declamation		Declamation
Electricity, Magnetism and Optics	1854	Electricity, Magnetism and Optics
Elements of Criticism		--------
Evidences of Christianity		Evidences of Christianity
French		French
Geometry, Analytic		--------
Geometry, Descriptive		--------
Geometry, Plane		Geometry, Plane
Geometry, Solid		Geometry, Solid
Greek		Greek
Hebrew		Hebrew
Hiatory, Tytler's		History, Tytler's
Intellectual Philosophy	1844	Intellectual Philosophy
Kent		--------
Latin		Latin
Biblical Literature		Biblical Literature
Logic		Logic
Mechanics	1854	Mechanics
Mineralogy		--------
Moral Philosophy	1846	Moral Philosophy
Natural History		-------
Natural Philosophy		Natural Philosophy
Natural Theology		Natural Theology
Oratory, Lectures		-------
Physiology	1839	Physiology
Political Economy	1850	Political Economy
Rhetoric		Rhetoric
Trigonometry, Plane		Trigonometry, Plane
Trigonometry, Spherical		--------
		German
		Surveying
		Ancient Geography
		Elementary Studies
		Theological Studies

Those subjects not dated were given in the year 1834, or before that time. Of the 40 subjects given by Union College in 1831, 22 were offered by Hartwick Seminary at the same time. Seven were introduced between 1840 and 1860. In addition, many subjects were offered in Hartwick Seminary which were not given in Union.

attend solely for the purpose of securing the rudiments of an elementary education. During these years the school advertised three "grades" of work in the classical department of Hartwick Seminary: (105)

> "Classical Department
>
> In this department there are three grades. To the first belong the common English branches, such as Reading, Orthography, Writing, Geography, English Grammar and Bookkeeping.
>
> The second grade includes all the preceding together with the higher branches of an English education, such as Higher Arithmetic, Natural Philosophy, Chemistry, Astronomy, Algebra, Geometry, etc.
>
> The third grade embraces all the foregoing, together with the modern and ancient languages, such as French, German, Latin, Greek and Hebrew."

In other words, although this new curriculum was organized mainly as a three year preparatory course, it was permissible for a student to take only a part of it. Some students were enrolled only in elementary studies. The enrollment figures, however, show that the majority of the students took the "higher English branches" which included mathematics and the sciences. (106)

---

105. Catalogues of Hartwick Seminary. Vol. I. Catalogue of 1844.

106. The students who were enrolled in the "Higher English Branches" usually went into the teaching profession. Although Hartwick Seminary was not recognized by the University Regents as eligible for the training of teachers for work in the common schools, the reports of the principals indicate that many students after graduation "are now keeping school."

Hartwick Seminary was closed from 1839 to 1841, during which time building operations were going on. Rev. Dr. G. B. Miller resigned and Rev. Dr. W. D. Strobel succeeded him as the principal, assuming office in September, 1841. (107) He followed rather closely the curriculum set up by his predecessor, but with the added advantage that he had two assistant teachers. These three teachers taught the three grades of work, namely elementary, higher English and classical courses. The schedule of classes follows, which shows the amount of work which was covered in the first term of the school year of 1841 - 1842.

"Schedule of Classes. Hartwick Seminary. 1841 - 1842

Period	Neff	Crafts	Strobel
8.00 - 8.30	Chapel	Chapel	Chapel
- 9.00	Graeca Majora	Tacitus	Latin Grammar
- 9.30	Reading	Caesar	Homer
- 10.00	Algebra (Beginners)	Geography	Algebra
- 10.45	Greek Grammar	Virgil	Graeca Minora
- 11.30	Geometry (Beginners)	Livy	Greek Reader
- 12.15	Arithmetic	Horace	Latin Reader
1.30 - 2.00	English Grammar	Chemistry & Astronomy	Bookkeeping & Trigonometry
- 2.45	Geometry	Natural Philos.	Greek Test.
- 3.30	Graeca Majora	Cicero	Virgil & Horace
- 4.15	Greek Test. & Writing	Surveying	German

---

107. Minutes of the Board of Trustees. Vol. I. 1816 - 1852. Meeting of 1839 and 1840.

Composition and Declamation every Wednesday afternoon." (108)

This schedule of classes covered the work of the first term of this school year, and it corresponded quite well with the curriculum of 1834 except that history was omitted and French was not taught.

At the close of this school year, Rev. Dr. Strobel included in his report to the Board of Trustees a complete roster of students, their ages, the courses each took and the time each student remained at school. These statistics are significant when studied in respect to the curriculum. (109) Of the fifty-five students enrolled, twenty-three were in elementary classes, fifteen took the higher English branches and fourteen the classics. Three students were enrolled in the theological department. On the other hand, of the thirty-three subjects given in this schedule, eighteen were in the classics, nine were in the field of higher English studies and only six in elementary studies. In other words, the elementary enrollment was the largest, but the curriculum was predominently secondary.

In this same report given by Rev. Dr. Strobel in the year 1842 (110), the length of attendance of each student is noted. Of the fifty-five students, only sixteen remained

---

108. Archives of Hartwick Seminary. Vol. VIII. 1841 - 1858. Report of Rev. Strobel to the Board of Trustees, August 1842.

109. Archives of Hartwick Seminary. Vol. VIII. 1841 - 1858. Report of Rev. Strobel to the Board of Trustees. 1842.

110. Op. cit.

for the entire year of three terms. These were in the main the students who were taking the course in full and preparing for college entrance. Eight students were enrolled for a period of two terms and these were in the main enrolled in the higher English classes, preparing for teaching in the common schools. Their attendance for only two terms is explained in part by the ruling of the University Regents in respect to the support granted from the Literature Funds, namely that support was dependent upon the enrollment of a student in the classics or in the higher English branches for at least "four months of the preceding year." (111) The elementary students remained for irregular periods of time, usually less than two terms. This irregular length of attendance on the part of the elementary and higher English students resulted in the constant reorganization of classes at the beginning of each new term and in a constant repetition of subject matter in each successive term. Only students preparing for college entrance and taking the classical course in full remained for the three terms and took the natural sequence of studies. In other words, the curriculum still depended to a large extent upon the demands of the students who attended at that particular time. Only the classical curriculum, preparing for college entrance, was constant.

---

111. See Page 49, Ref. 85.

Rev. Dr. Strobel resigned in 1844 and was succeeded in office by Rev. Dr. Henry I. Schmidt. (112) Rev. Dr. Schmidt remained for four years, after which Rev. Dr. G. B. Miller again resumed the responsibilities of the office of principal for two years, until the close of school in 1850. (113)

During this period, several additions were made to the curriculum of 1834. The list of studies which follows, together with the text books in use, not only gives a clue to the contents of the courses, but also indicates the new additions to the curriculum. The division of the curriculum into five parts was that division which was used by Rev. Dr. Miller in his annual report to the Regents of the University at the close of school in August, 1850. (114) The date in front of the text books indicates the introduction of a new text in the course, and in several cases, the introduction of a new subject. Those text books which are given without a date were used before 1840. (115)

---

112. Minutes of the Board of Trustees. Vol. I. 1816 - 1852. Meeting of 1844.

113. Minutes of the Board of Trustees, Vol. I. 1816 - 1852. Meeting of 1848.

114. Minutes of the Board of Trustees. Report of Rev. Miller to the Regents of the University. 1850.

115. The Reports of the Principals to the Regents always included the branches taught as well as the text book which was used. The introduction of the new text books after 1840 was taken from these reports to the Regents, 1840 - 1850.

"Report of Rev. Dr. Miller to the Regents, 1850, and the Text Books used from 1840 - 1850.

I. Ordinary Elementary Studies.

Subject	Date of New Text	Text Book
Arithmetic		Adam's Arithmetic
		Daboll's Arithmetic
		Colburn's Arithmetic
	1845	Emerson & Perkin's
	1849	Thompson's Higher Arith.
Bookkeeping		Colt's Bookkeeping
	1845	Bennett's Bookkeeping
	1847	Marsh, Single & Double Entry
	1849	Preston's Bookkeeping
English Grammar		Kirkham's English Grammar
	1844	Danville Grammar
	1849	Well's Grammar
	1845	Webster's Dictionary (116)
Elocution		Lovell's Elocution
		Porter's Elocution
Geography		Huntington's Geography
		Morse's Geography
	1842	Olney & Smith, Geography
	1849	Smith's Geography
Orthography	1846	Town's Spelling Book
	1848	Town's Analysis
Reading		American Manual
	1845	Severance's Reader
	1848	Santer's Third Reader
	1848	Thompson's Seasons
	1849	Worcester Reader
	1849	Scott
	1850	Milton & Shakespeare
Writing		Copies by the Teacher

---

116. Minutes of the Board of Trustees. Vol. I. 1816 - 1852. Report of Rev. Miller to the Board of Trustees 1845. English Dictionary was first taught in 1845.

Subject	Date of New Text	Text Book
	II. Mathematics	
Algebra		Davies Elementary Algebra
		Davies Le Grendre
		Davies Bourdon
	1844	Day's Algebra
	1849	Perkin's Algebra
Geometry		Davies Geometry
		Playfair's Geometry
Trigonometry		Davies Trigonometry
Conic Sections		Davies Conic Sections
	1846	Jackson's Conic Sections
Surveying		Flint's Surveying
	1845	Gibson's Surveying
	III. Natural Science	
Natural Philosophy		Comstock's Natural Philos.
	1849	Olmstead's Natural Philos.
Chemistry		Comstock's Chemistry
Astronomy	1839	Burnett's Geography of the Heavens (117)
Physiology	1839	Comstock's Physiology (118)
	1849	Cutter's Physiology
Botany	1844	Eaton's Botany (119)

---

117. Archives of Hartwick Seminary. Vol. VII. 1831 - 1840. Report of Rev. Miller to the Trustees in 1839.

118. Op. cit.

119. Minutes of the Board of Trustees. Vol. I. 1816 - 1852. Report to the Regents in 1844.

Subject	Date of New Text	Text Book
IV. Moral, Political, Intellectual Science		
Moral Science	1846	Elements of Moral Science, Wayland. (120)
Mental Philosophy	1844	Abercrombie's Inquiry into the Mental Powers (121)
	1850	Aspham's Mental Philosophy
Logic		Whatley
Rhetoric		Blair's Rhetoric
Ancient History		Tytler's History
General History	1846	Worcester's Universal Hist.
V. Languages		
Latin		Adam & Stoddard, Grammar
		Adam's Latin Reader
		Caesar
		Virgil
		Cicero
		Horace
		Sallust
		Livy
		Tacitus
Greek		Goodrich's Grammar
	1845	Nelson's Grammar
	1846	Bullion's Grammar
	1849	Fisk's Grammar
	1849	Septuagint. Von Ess.
		Greek Testament. Hahn
		Graeca Majora
		Graeca Minora
		Xenophon

---

120. Op. cit. Report to the Regents in 1846.

121. Op. cit. Report to the Regents in 1844.

Subject	Date of New Text	Text Book
Hebrew		Stuart's Grammar
		Nordheimer's Grammar
	1848	Robinson's Lexicon
German		Fosdick's Grammar
	1845	Belcher's Grammar
	1847	Miller's Grammar
		Schiller's Works
French		Telemaque
		Levizac's Grammar
		Voltaire
	1846	Miller's Grammar

In summing up this report, it is at once apparent that the elementary curriculum suffered the least change. Only one course was added, namely English dictionary, which was a part of English Grammar. Otherwise the course remained the same as in the advertisement of the school in 1824. (122) The course in mathematics also remained unchanged except that new texts were occasionally introduced.

In the third division of this report, devoted to natural science, Rev. Dr. Miller listed astronomy and physiology, which had been introduced by him in 1838, and botany which was made a part of the curriculum in 1844. Natural philosophy and chemistry were offered as early as 1827. (123)

---

122. Archives of Hartwick Seminary. Rules and Regulations for the Students of Hartwick Seminary. Printed for the School 1824. See Page 47, Ref. 84.

123. Catalogues of Hartwick Seminary. Vol. I. Catalogue of 1827. See Page 53, Ref. 89.

The greatest change took place in the fourth division. A new group of studies had been formed, known as "Moral, Political and Intellectual Science." This group comprised two courses in history, logic and rhetoric together with mental philosophy, introduced in 1844 and moral science in 1846. The fifth division included ancient and modern languages and remained practically unchanged.

CONCLUSIONS 1834 - 1850

1. In the year 1834 Rev. Dr. G. B. Miller adopted a standard three year course of study which was designed to meet the needs of all students who attended Hartwick Seminary. This curriculum included a review of elementary work, the so-called "higher branches of an English education," and the classical course which included modern languages.

2. That this curriculum met the needs and requirements of all the students is shown by the attendance figures of 1841 - 1842. In this school year, twenty-three students were enrolled in elementary work, fifteen in the higher English classes and fourteen in the classics.

3. The major purpose of this curriculum was to prepare students for entrance into the junior year of college with a saving of time and also to offer such courses, in addition to the classics, which were required of those students who had teaching in the common schools in view, as well as give those students the rudiments of a general education who regarded Hartwick Seminary as their finishing school.

4. Students preparing for law, medicine or the ministry took this course in full. That it was of college grade is attested to by the fact that many colleges of that day accepted students of Hartwick Seminary for entrance into the junior class. In this respect at least, that it duplicated the first two years of college work and at the same time was a finishing school for those who concluded their formal education, Hartwick Seminary was a junior college.

5. A comparison of the curriculum of Union College in 1831 with the curriculum of Hartwick Seminary in 1834 shows that Hartwick Seminary duplicated a large part of the college curriculum. More than one half of the subjects taught in Union College were taught in Hartwick Seminary. The greatest difference lay in the greater number of courses in Union College in the fields of mathematics, science and law.

6. Before the close of this period, several new courses were introduced into the curriculum. In elementary studies, a course in English dictionary was added. In the department of natural science, three new subjects, astronomy, physiology and botany, were added. In the department of social science, moral philosophy and intellectual philosophy were added.

E08446

C. Third Period. 1850 - 1870.

Rev. Dr. Levi Sternberg became the principal of Hartwick Seminary after the resignation of Rev. Dr. Miller in 1850. (124) During his incumbency a great many changes were made in the curriculum, although the three grades of work which were offered as early as 1834 continued to be given, (125) namely the common English branches, the higher English branches and the classics. In the catalogue of 1851 the following description of the classical department of the school appears: (126)

> "Classical Department
>
> In this department there are THREE GRADES. To the first belong the COMMON ENGLISH BRANCHES, such as Reading, Orthography, Writing, Geography, Analysis, English Grammar, Bookkeeping, etc.
>
> The SECOND includes all the preceding, together with the HIGHER BRANCHES of an English education, such as Higher Arithmetic, Natural Philosophy, Chemistry, Physiology, Astronomy, Algebra, Geometry, Trigonometry, Surveying, Conic Sections, Intellectual and Moral Philosophy, Rhetoric, Logic, Natural Theology, Ancient Geography, etc.
>
> The THIRD embraces all the foregoing, together with the modern and ancient languages, such as French, German, Latin, Greek and Hebrew."

In the catalogue of 1869 this description of the curriculum is exactly the same, so that according to the catalogues there were no additions to the curriculum. (127)

---

124. Archives of Hartwick Seminary. Vol. VIII. 1841 - 1858. Resignation of Rev. Miller. Also in Minutes of the Board of Trustees. Vol. I. 1816 - 1852. Election of Rev. Sternberg.

125. See Page 64, Refs. 105 and 106.

126. Catalogues of Hartwick Seminary. Vol. I. 1827 - 1881. Catalogue of 1851.

127. Op. cit. Catalogue of 1869.

However, a close study of the reports of the principal to the Board of Trustees as well as the principal's reports to the University Regents reveals many additions and subtractions to the curriculum.

The changes in the curriculum are more readily understood by making a comparison between the curricula of 1834 and 1856. (128) The latter year is chosen for the reason that all of the additions were made by that time. In the second column the date of the introduction of the subject is added. The division is the one employed in the catalogues, namely by grades.

I. Elementary Studies

Curriculum of 1834	Date of New Study	Curriculum of 1856
English Grammar		English Grammar
Reading		Reading
Writing		Writing
Spelling		Spelling
Geography		Geography
Arithmetic		Arithmetic
Bookkeeping		Bookkeeping
		English Dictionary

II. Higher English Studies

Mathematics

Higher Arithmetic		Higher Arithmetic
Algebra		Algebra
Plane Geometry		Plane Geometry
Solid Geometry		Solid Geometry
		Trigonometry
Surveying		Surveying
	1851....	Logarithms (129)

---

128. Archives of Hartwick Seminary. Vol. VIII. 1841 - 1858. Report of Rev. Sternberg to the Trustees. August 1856. Minutes of the Board of Trustees. Vol. II. 1853 - 1896. Report to the Regents. 1856.

129. Archives of Hartwick Seminary. Vol. VIII. 1841 - 1858. Report to the Trustees. 1851.

Curriculum of 1834	Date of New Study	Curriculum of 1856
	Natural Science	
Natural Philosophy		Natural Philosophy
Chemistry		Chemistry
		Physiology
		Astronomy
		Botany
	1852	Geology (130)
	1853	Agriculture (131)
	1854	Electricity (132)
	1854	Hydrostatics (133)
	1854	Magnetism (134)
	1855	Civil Engineering (135)
	1855	Mechanics (136)
	1855	Optics (137)
	Social, Intellectual, Political Science	
Ancient Geography		Ancient Geography
Ancient History		Ancient History
General History		General History
	1854	History of the U.S. (138)
	1855	History of England (139)
	1856	Laws & Government (140)
Rhetoric		Rhetoric

---

130. Archives of Hartwick Seminary. Vol. VIII. 1841 - 1858. Report of Rev. Sternberg to the Trustees in 1852.

131. Op. cit. Report of Rev. Sternberg in 1853.

132. Op. cit. Report of Rev. Sternberg in 1854.

133. Op. cit.

134. Op. cit.

135. Op. cit. Report of Rev. Sternberg in 1855.

136. Op. cit.

137. Op. cit.

138. Op. cit. Report of Rev. Sternberg in 1854.

139. Op. cit. Report of Rev. Sternberg in 1855.

140. Op. cit. Report of Rev. Sternberg in 1856.

Social, Intellectual, Political Science (Cont'd)

Curriculum of 1834	Date of New Study	Curriculum of 1856
Logic		Logic
Evidences of Christianity		Evidences of Christianity (141)
		Mental Philosophy
		Moral Philosophy
	1851	Political Economy (142)
	1854 ...	Principles of Teaching (143)

III. Classics

Latin

Grammar		Grammar
Reader		Reader
Viri Romae		Caesar
Caesar		Virgil
Virgil		Horace
Horace		Cicero's Orations
Cicero's Orations		Livy
Cicero de Officiis		Sallust
Cicero de Oratore		
Livy		
Sallust		
Tacitus		
Herodotus & Thucydides		

---

141. This subject was given by Rev. Hazelius to the theological students before 1830. During this period it became a secondary study, taken by the "preparandi", those who were taking a classical course as preparation to entrance in the theological department.

142. *Archives of Hartwick Seminary.* Vol. VIII. 1841 - 1858. Report of Rev. Sternberg to the Trustees. 1851.

143. Op. cit. Report of Rev. Sternberg. 1854.

Curriculum of 1834	Curriculum of 1856
Greek	
Grammar	Grammar
New Testament	New Testament
Graeca Minora	Graeca Minora
Graeca Majora	Graeca Majora
Xenophon's Anabasis	Xenophon's Anabasis
Xenophon's Cyropadea	
Odyssey	
Aristotle	
Lysias, Isocrates & Demosthenes	
Hebrew (144)	
Grammar	
Old Testament	
Modern Languages (145)	
German	German
French	French

This comparison of the curricula of 1834 and 1856 reveals several interesting facts. The elementary curriculum remained unchanged during this entire period.

The greatest change took place in the second grade of studies, the higher English branches. In natural science, thirteen courses were given in 1856, eight of which were added after 1850. At the close of this period, more than one half had been dropped from the curriculum and only the following were being given: natural philosophy,

---

144. After the year 1850, Hebrew ceased to be a secondary study and was taken only by the theological students.

145. The course in modern languages remained essentially the same, consisting of grammar and literature in each language.

chemistry, astronomy, physiology, botany and geology. (146) In mathematics one course was added in 1851, logarithms, which was dropped from the curriculum before 1860.

In the department of "Social, Intellectual and Political Science," thirteen subjects were being taught in the year 1856. At the close of this period, only seven remained, namely ancient geography, ancient history, modern history, history of the United States, logic, mental philosophy and evidences of Christianity.

In the classics there was a corresponding decrease of classes. Four less courses were given in Greek and five less in Latin. Hebrew was taken out of the secondary curriculum entirely. French and German continued to be given as the only modern languages.

In 1853 Rev. Dr. Sternberg applied to the Regents for the permission to conduct a "normal class" for the training of teachers for the common schools. (147) The application was granted, and the first graduates of this course finished their work at the close of the year 1854. The curriculum of this department was as follows: (148) Reading, writing, spelling, English grammar, arithmetic and geography were

---

146. Archives of Hartwick Seminary. Vol. X. 1869 - 1878. Report of Rev. Scholl. August 1870.

147. Minutes of the Board of Trustees. Vol. VII. 1853 - 1896. Resolution of the Board of Trustees empowering the principal to make application to the Regents.

148. Finnegan, Thomas E. Teacher Training Agencies. Albany: State of New York Education Department. Annual Report Vol. II. 1915.

compulsory. In addition to these, the student elected two of the following: algebra, geometry, natural philosophy, history of the United States, science of government or physiology. All students were also instructed in the "Theory and Practice of Teaching."

In order to receive the support for this work promised by the University Regents, it became necessary for the principal to make a yearly report of the work. This report is given in full because it contains in concise form the requirements of the Regents for conducting classes for the training of common school teachers: (149)

> "Report to the Regents of the University.
> Normal Department.
>
> Hartwick Seminary having been designated under the authority of an Act of Legislature, passed on June the seventeenth, 1853, to instruct scholars in the Science of Common School Teaching, the Trustees and Principal of the said Seminary do hereby certify and report to the Regents of the University of the State of New York that during at least one third of the academic year, from October 3, 1853 to August 3, 1854, they have accordingly so instructed free of charge twenty students of whom six were males and fourteen females.
>
> The undersigned further reports that all the students have been instructed in the Science of Common School Teaching by the Principal. In addition to this he has had with them a daily exercise in Reading, Writing, Spelling, Arithmetic, English Grammar and Geography; that they have all signed a pledge to the effect that they intend to devote a reasonable time to teaching District Schools; that the ages of the students we taught were respectively, females, sixteen years and males, eighteen years and upward; that no additional teacher was employed for the purpose of such instruction, the Principal taking them in his

---

149. Minutes of the Board of Trustees. Report of Rev. Sternberg to the Regents. August, 1854.

special charge; that the pupils were in part taught with the other pupils of the Seminary and in part separately.

County of Otsego. Levi Sternberg, Principal."

In accordance with the instructions from the Regents, most of the normal students came from the immediate vicinity and the graduates taught schools within the bounds of Otsego County. The text used by the principal for his course in the "Theory and Practice of Teaching" was a volume by H.H. Page entitled, "The Teacher." As stated in the report, most of the work of the normal students was taken in classes with the other students of the Seminary, and no extra teacher was engaged. (150) (151)

---

150. Rev. Sternberg resigned in December, 1864. Rev. W. Scholl was chosen as his successor and assumed office in August, 1865. He remained until August, 1870. Archives of Hartwick Seminary, Vol. IX. 1859 - 1868. Resignation of Rev. Sternberg. Also Minutes of the Board of Trustees, Vol. II. 1853 - 1896. Special Meeting, January, 1865, and Annual Meeting, August, 1865.

151. This period ends with the close of school in August, 1870. However, a great curtailment of the curriculum took place because of building operations which began in the fall of 1867. The old buildings were torn down and the erection of a larger building began. Rev. Miller conducted school in his own home, but only for the theological students and for the few classical students who were enrolled at the time and who were preparing for the study of theology. During this time Rev. Scholl devoted his time to the solcitation of funds for the new building. Rev. Miller died in the spring of 1869, and Rev. Scholl conducted the school. The building was completed in 1869 and used from 1869 to 1870, when Rev. Scholl resigned. No one could be found to take his place and the school was closed from 1870 - 1871. Archives of Hartwick Seminary, Vol. IX. 1859 - 1868. Vol. X. 1869 - 1878, contain the annual reports of Rev. Miller and Rev. Scholl.

special charge; that the normal students were in part taught with the other pupils of the academy, and in part separately.

County of Otsego. Levi Sternberg, Principal."

In accordance with the instructions from the Regents, most of the normal students came from the immediate vicinity and the graduates taught schools within the bounds of Otsego County. The text used by the principal for his normal class was "Theory and Practice of Teaching," and a work by [illegible] entitled, "The Teacher." As stated in the report, most of the work of the normal students was taken in classes with the other students of the Seminary, and no special teacher was engaged. (150) (151)

---

150. Rev. Sternberg resigned in December, 1864. Rev. A. Scholl was chosen as his successor and assumed office in August, 1865. He remained until August, 1870. Archives of Hartwick Seminary, Vol. IX, 1858 - 1868. Resignation of Rev. Sternberg. Also Minutes of the Board of Trustees, Vol. II, 1858 - 1876. Special Meeting, January, 1865, and annual meeting, August, 1865.

151. This period ends with the close of school in August, 1870. However, a great [illegible] took place because of building operations which began in the fall of 1867. The old building was torn down and the erection of a larger building begun. Rev. Miller conducted school in the meantime, not only for the theological students but for the classical students who were enrolled at the time and also were preparing for the study of theology. During this time Rev. Scholl devoted his time to the solicitation of funds for the new building. Rev. Miller died in the spring of 1869, and Rev. Scholl conducted the school. The building was completed in 1869 [illegible] to 1870, when Rev. Scholl resigned. No one could be found to take his place and the school was closed from 1870 - 1871. Archives of Hartwick Seminary, Vol. IX, 1858 - 1868. Vol. X, 1868 - 1878, contain the annual reports of Rev. Miller and Rev. Scholl.

CONCLUSIONS 1850 - 1870

1. During this entire period three grades of work were offered: the common English branches, comprising the elementary subjects; the higher English branches, which consisted of courses in natural science, social science and mathematics; and the classics, which consisted of Greek, Latin, French and German.
2. The elementary course of studies remained unchanged during this period and consisted of the same courses which were given as early as 1844.
3. During this period there was a great deal of addition and subtraction in the fields of natural and social sciences. In natural science, eight courses were added and by the year 1856 a total of thirteen courses were taught. At the close of this period the number was reduced to six.
4. In social science, thirteen courses were taught by the year 1856. Of these, five were added. By the close of the period only seven remained, of which three were in the field of history.
5. The course in mathematics was increased by one new subject which was dropped again before the close of this period.
6. In the third grade of studies, the classics, five less courses were given in Latin and four less in Greek. Hebrew was dropped entirely from the secondary curriculum.
7. A new department of instruction was created in 1853 for the purpose of training teachers for work in the district schools. The "normal students" were enrolled in the common English classes, in several of the higher English classes with the other students of the Seminary. The only course which they took, apart from the regular work of the school, was a class in "The Theory and Practice of Teaching."
8. During this period the curriculum catered to four groups of students: a) the elementary curriculum prepared for admission to secondary work; b) the higher English curriculum was taken by many students who completed their formal education in Hartwick Seminary; c) the classical curriculum, which included the higher English studies still served as a college entrance course; and d) the elementary studies, with the addition of a choice of two higher English studies plus a course in "The Theory and Practice of Teaching," qualified students to become teachers of district schools.

D. Fourth Period. 1870 - 1890

In 1871 Rev. Mr. T. T. Titus was elected the principal of Hartwick Seminary, but served only one year.(152) He was succeeded by Rev. Dr. James Pitcher, a graduate of the class of 1868 in theology and the assistant teacher under Rev. Mr. Titus. (153) During his incumbency, a great many changes took place in the curriculum of Hartwick Seminary.

Rev. Mr. Titus immediately prepared a four year curriculum which was composed of all of the subjects which survived from the former period, 1850 - 1870. The first year's work was made up entirely of elementary subjects and the last three years of this curriculum included all of the higher English and classical subjects. (154)

---

152. Minutes of the Board of Trustees. Vol. II. 1853 - 1896. Meeting of 1871. Rev. Titus, in ill health, resigned after serving one year. He continued as a professor of theology but died before his second year of teaching was completed.

153. Minutes of the Board of Trustees. Vol. II. 1853 - 1896. Meeting of 1872. Election of Rev. Pitcher.

154. Catalogues of Hartwick Seminary. Vol. I. 1827 - 1880. Catalogue of 1872. (Note: The catalogue, published in 1872, reads: "Annual catalogue....for the year ending June 26, 1872;" i.e., the 1872 catalogue not only gave the curriculum for 1871 - 1872, but also the announcements for the coming year.)

"Courses of Study. Academical Department

First Year. Primary Class

Spelling & Defining
Reading
Writing
Arithmetic (Intellectual & Written)
Geography
English Grammar

Second Year. Junior Class

Review of Elementary Studies
Algebra
Bookkeeping
History of the United States
English Composition
Latin Grammar

Third Year. Junior Class

Higher Arithmetic
Algebra
Geometry
English Grammar
Composition & Rhetoric
Natural Philosophy
Natural History
Botany
Ancient Geography
Ancient History
Caesar & Virgil
Greek Grammar

Fourth Year. Senior Class

Trigonometry & Surveying
Analytical Geometry
Astronomy
Chemistry
Geology
Physiology
English Literature
Modern History
Logic
Mental Philosophy
Evidences of Christianity
Livy & Horace
Xenophon's Anabasis

In this list of subjects only a few were new additions to the curriculum. In mathematics, there were now two courses in algebra, namely elementary and university algebra, and likewise, elementary and analytical geometry. In the natural sciences, natural history made its appearance. Modern history now took the place of general history and English literature was introduced as a course of study in the fourth year.

The elementary courses remained the same. In the classics there was a further reduction in the number of authors read. The only Latin authors now were Caesar, Livy, Horace and Virgil, and in Greek, Xenophon's Anabasis was the only text used.

In this same catalogue other courses were listed as "extra studies." They were instrumental music, ornamental penmanship, drawing and painting, French and German. These subjects were given at an extra cost of $12 per term. (155)

This four year curriculum continued without change for nine years, until the close of school in June, 1880. In the fall of that year a new curriculum was introduced and another year was added. The Regents examinations were given for the first time and the catalogue of 1881 advertised the following curriculum: (156)

> "Courses of Study
>
> I. Preparatory Course.
>
> This course contemplates a thorough drill in Reading, Writing, Spelling, Practical Arithmetic, Geography, English Grammar, Civil Government and English Composition. Students, on finishing this course, should be able to pass the Regents' Preliminary examination and obtain a certificate.
>
> II. Academical Course.

First Year	Second Year
Review of Elementary Subjects	Bookkeeping
Grammar & Parsing	English Literature
Higher Arithmetic	University Algebra
Elementary Algebra	Ancient & Modern History
United States History	Drawing
Botany	Natural Philosophy
	Evidences of Christianity
	Physical Geography
	Ancient Geography
	Natural History
	Latin Grammar

---

155. Op. cit. Catalogue of 1872.

156. Catalogues of Hartwick Seminary, Vol. II. 1881 - 1915. Catalogue of 1881.

Academical Course (Cont'd.)

Third Year	Fourth Year
Geometry	Surveying
Trigonometry	Navigation
Rhetoric	Physiology
Chemistry	Mental Philosophy
Astronomy	Logic
Geology	Elocution
Caesar	Sallust
Virgil	Cicero
Greek Grammar	Horace
	Livy
	Xenophon's Anabasis
	(Homer's Illiad)
	(Latin & Greek Prose)
	(German)

Note: The subjects in parenthesis are not required for graduation, and two of the Latin authors in the fourth year will be sufficient. On finishing this course, students should be able to pass the Higher Regents' Examination and also to obtain the Regents' College Entrance Certificate."

The only apparent difference between this course of 1880 and the one used in 1871 lay in the fact that in the earlier curriculum, the elementary branches comprised the first of the four year curriculum, whereas in the later curriculum, the elementary subjects were grouped alone as preparatory subjects, and the remainder of the work was spread over four years instead of three. There were several slight changes in the contents of the curriculum. Physical geography was included in the natural sciences, and two new courses in Greek were added as elective studies.

This curriculum of 1880 continued only for two years. Then another change took place, and the school advertised

as follows: (157)

> "This institution now has five distinct courses besides Music. 1st., Preparatory; 2nd., Academic; 3rd., Classical; 4th., College Entrance and 5th., Theological.
>
> I. Preparatory Course
>
> This course contemplates a thorough drill in Reading, Writing, Spelling, Arithmetic, Geography, English Grammar and English Composition.....Students should be able to pass the Regents' Preliminary Examination and obtain a certificate.
>
> II. Academic Course
>
> This course is designed by the Regents of the University of the State of New York for those whose education is to be finished in the Academy.....Three years at least will be required.
>
> Intermediate Studies: Algebra, U.S. History; Physical Geography; Physiology; Rhetoric and English Composition.
>
> Group I. Bookkeeping; Civil Government; English Literature; History of England; History of Greece; History of Rome; Mental Philosophy; Moral Philosophy; Political Economy.
>
> Group II. Plane Geometry (required); Astronomy; Botany; Chemistry; Drawing; Geology; Physics; Plane Trigonometry and Zoology.
>
> A diploma is granted by the Regents, and also by this institution, when the candidate has passed all of the subjects of the Intermediate Group, and in Geometry, and in eight different subjects, four to be chosen from Group I and four from Group II."

The third course advertised in the catalogue of 1883 was the "Classical Course." (158) It contemplated four years

---

157. Catalogues of Hartwick Seminary. Vol. II. 1881 - 1915. Catalogue of 1883. (Note: The catalogue printed in 1883 reads: "For the year ending June 27, 1883.")

158. Op. cit. Catalogue of 1883.

of work for such students who "have not had the opportunity to conform fully to the written examinations furnished by the Regents." Of the studies which are listed below, the following were required: algebra, United States history, physiology, rhetoric and Latin. Three-fourths of the studies had to be taken:

"III. Classical Course

First Year

Higher Arithmetic
Elementary Algebra
U. S. History
Botany
Drawing
Civil Government
Political Economy
Bookkeeping

Second Year

English Literature
University Algebra
Physiology
Natural Philosophy
Natural History
Physical Geography
Rhetoric
Latin Grammar
*(Evidences of Christianity)
*(Ancient Geography)

Third Year

Geometry
Trigonometry
Chemistry
Astronomy
Geology
Caesar
Virgil, 1st Book
Greek Grammar
*(German)
*(French)

Fourth Year

Surveying
Ancient & Modern History
Mental & Moral Philosophy
Virgil, 2nd and 3rd Books
Sallust or Cicero
Horace or Livy
Xenophon's Anabasis
*(Navigation)
*(Logic)
*(Homer's Illiad)
*(Latin & Greek Prose)
*(German)
*(French) "

The fourth course was composed of such studies as were selected by the Regents as required courses for college entrance. The catalogue of 1883 describes this course as follows:

---

*Elective Studies.

"IV. College Entrance Course

> The purpose of this course is to fit candidates to enter college. After correspondence with various New York colleges, the annexed schedule of requirements was adopted by the Regents.
>
> 1. Preliminary. The candidate must secure a Regents' Preliminary Certificate. U.S.History is also required.
>
> 2. Mathematics. Algebra through quadratic equations, Plane Geometry.
>
> 3. Latin. Four books of Caesar's Commentaries; Sallust's Cataline; Virgil's Aeneid, six books; Virgil's Eclogues; Cicero, six orations; Latin prose composition.
>
> 4. Greek. Three books of Xenophon's Anabasis, three books of Homer's Illiad."

The fifth course was in theology, and does not come under discussion in this chapter.

Of these four courses described in the catalogue of 1883 and adopted in the fall of 1882, three were designed to meet Regents requirements. The "Classical Course" on the other hand was designed by the school authorities and included not only the Regents studies, but also such other branches which survived from the previous period, 1850 - 1870, such as evidences of Christianity, ancient geography, navigation, mental and moral philosophy and logic.

This division of studies included only one new subject, namely civil government. All of the other subjects and branches had been given before. However, the curriculum of Hartwick Seminary was now so organized as to meet the needs of three distinct types of students. The Academic

Course provided for those who intended to complete their education in the academy. This course of three years was composed mainly of mathematics, history, natural science and English. The College Entrance Course listed required subjects in mathematics, history and in the classics. The Classical Course was a four year course, composed of both Regents and school subjects, upon completion of which the student was prepared, either for admission to Hartwick Theological Seminary, for admission to colleges in states other than New York, or for admission to technical schools. The successful passing of all of the preliminary subjects was required for admission to these three courses.

One more course was added in the fall of the year 1888. The Trustees of Hartwick Seminary, encouraged by good enrollments, decided to expand the school by giving college work. (159) It was agreed to organize a curriculum for the freshman year at once, and to add the three remaining years of college work as the growth of the endowment would permit. The curriculum of the freshman year, offered for the first time in the fall of 1888, was as follows: (160)

Latin: Cicero, Horace, Livy and Prose Composition.

Greek: Illiad, Historians and Prose Composition.

Mathematics: University Algebra, Solid Geometry, Plane Trigonometry, Mensuration and Surveying.

English: English Literature.

History: Either England, Rome or Greece.

---

159. Minutes of the Board of Trustees. Vol. II. 1853 - 1896. Meeting of June, 1888.

160. Catalogues of Hartwick Seminary. Vol. II. 1881 - 1915. Catalogue of 1889.

The freshman year of college work continued to be given until 1928, when Hartwick College was organized in Oneonta, N.Y., and took over all of the college work.(161)

A brief summary of the courses, offered by Hartwick Seminary in the year 1889 - 1890, will now be included in order to summarize the curricular changes within this period. The classification of studies which will be used is the classification which came into use in the following school year, when the revised Regents studies were adopted by Hartwick Seminary. (162)

---

161. Minutes of the Board of Trustees. Vol. IV. 1916 - 1933.

162. Catalogues of Hartwick Seminary. Vol. II. 1881 - 1915. Catalogue of 1890.

CURRICULUM OF HARTWICK SEMINARY. 1889 - 1890

Elementary Subjects

Reading
Writing
Spelling

Arithmetic
Geography
Elementary English

Secondary Subjects

Group I
Language and Literature

*English Composition
*English Literature
Rhetoric

Latin Grammar
Caesar
Virgil
Cicero
Sallust
Horace
Livy
Latin Prose

Greek Grammar
Xenophon's Anabasis
Homer's Illiad

French
German

Group II
Mathematics

Higher Arithmetic
Algebra, Elementary
*Algebra, Advanced
Plane Geometry
Solid Geometry
Plane Trigonometry
Surveying

Group III
Science

**Physics
Chemistry
Astronomy
Physiology
Botany
Geology
*Physical Geography
*Zoology

Group IV
History & Social Science

*Civil Government
U. S. History
*History of Rome
*History of Greece
*History of England
General History

Group V
Other Studies

***Mental Philosophy
***Moral Philosophy
***Political Economy
***Evidences of Christianity
***Ancient Geography
***Navigation
***Logic
Drawing
Bookkeeping

---

*New subjects which were added to the curriculum between 1870 - 1890. In Group I. the two English subjects were new to the secondary curriculum.

**Physics was the term which was used in place of natural philosophy.

***These subjects were school subjects and not Regents studies. They were dropped at the close of this year 1890, after which only Regents studies were given.

During this period, 1870 - 1890, there were several changes of importance in the curriculum. In the department of natural science, two subjects were added, physical geography in 1880 and zoology in 1882.

At the beginning of this period, courses in English were introduced into the curriculum. Previous to this time English grammar was purely an elementary course. After 1871 English literature and English composition were taught in all of the secondary curricula.

During this period the department of history and social science became a separate field with the addition of four courses in civil government, history of England, history of Greece and history of Rome.

In the year 1881 the Regents' examinations were given for the first time. For the following nine years, subjects which were purely school subjects were offered in addition to the Regents' studies. After the close of school in June, 1890, all of the remaining seven school subjects (Group V) were eliminated from the curriculum, and from then on, Hartwick Seminary offered only such subjects in which Regents' examinations were given. In other words, from then on, the curriculum of Hartwick Seminary was solely the Regents' curriculum.

CONCLUSIONS

1. A new four year curriculum was arranged in 1871, the first year of which was devoted to elementary subjects, and the last three years to the branches of a higher English education and the classical courses which survived from the last period.

2. During the life of this curriculum, 1871 - 1880, natural history, English literature, university algebra and analytical geometry were added to the curriculum.

3. In 1880 the curriculum was rearranged as follows: The elementary subjects were grouped alone into the "Preparatory Course." Then followed a four year "Academic Course" which included all of the subjects of the previous curriculum together with physical geography and two elective courses in the classics. The Regents' Examinations were introduced, leading to the Regents' Preliminary Certificate and to the College Entrance Certificate.

4. Two years later the curriculum was again revised and Hartwick Seminary offered five courses:

   a) The Preparatory Course included the six elementary subjects.
   b) The Academic Course, of three years, was offered to such students who intended to finish their education in the academy. It included English, history, science and mathematics.
   c) The Classical Course was offered by the school to such students who did not wish to take the Regents Examinations. This course of four years included school subjects and Regents studies. It included all of the subjects given in the Academic Course together with the classics and offered modern languages as electives.
   d) The College Entrance Course provided advanced work in the classics together with the minimum essentials in history and mathematics.
   e) The fifth course was that one designed for the theological school, and was not discussed in this chapter.

5. In 1888 the freshman year of college work was offered and this continued to be given until the organization of Hartwick College in 1928.

6. In the fall of 1890 the Revised Regents Studies were adopted by Hartwick Seminary. Thereafter only Regents Studies were given and such school subjects as remained in the curriculum were dropped.

7. During this period, 1871 - 1890, the following studies were added to the curriculum:

English Literature	1871
English Composition	1871
Natural History	1871
Physical Geography	1880
Zoology	1882
Civil Government	1882
History of Greece	1882
History of Rome	1882
History of England	1882

CHAPTER III

The Relationship Of Hartwick Seminary To State Control Of Education In New York

Hartwick Seminary was an integral part of the academy system of the State of New York, and as such, not only played an important role in the contribution of the academy system to education in general, but even more, it mirrored in its own development those movements which resulted in the establishment of free schools. Many of the educational changes which took place in the State of New York influenced Hartwick Seminary to a marked degree. For the purpose of throwing light upon the relationship of this particular school to the Board of Regents of the University of the State of New York, which had the control of academic education in its hands, and also for the purpose of explaining some of the changes which took place in the redirection of education in Hartwick Seminary, these educational movements which directly or indirectly influenced the school will be described.

The material relating to the academy movement in general is of course not unknown. Many authors have written on various phases of the subject. Likewise the history of the normal school movement, as well as the gradual development of the more recent high school system, have been ably

described by writers in the field of history of education. These movements will be briefly emphasized again only because they bring more light to bear upon the educational contribution of Hartwick Seminary.

A. Relation of Hartwick Seminary to the University of the State of New York.

The state system of education and administration had its origin in an act passed by the Legislature of the State of New York in 1784, entitled, "An Act for granting certain privileges to the College heretofore called King's College, for altering the Name and Charter thereof, and erecting an University within this State." (163) This first legislation, providing for schools, was enacted to establish a corporation to be known as the University of the State of New York, the function of which was to establish and supervise the work of schools, and the administration lay in the Board of Regents.

Three years later the act of 1787 was passed, reorganizing the University, outlining its duties and prerogatives, and specifying in detail the requirements which colleges and academies had to meet before they could be admitted into the University. (164)

---

163. Hough, Franklin B. _Historical and Statistical Record of the University of the State of New York._ Albany: Weed, Parsons & Co. 1885. Pp. 5.

164. Ibid., Pp. 7.

Before an academy could be admitted into the University, a charter had to be signed by those who contributed at least one-half of the funds for the support of the school. The name of the corporation had to be specified and the annual revenue could not exceed 4,000 bushels of wheat.(165)

The duties and powers of the trustees of the academy chartered by the Regents were outlined as follows: the trustees were to constitute a corporate body; they were to be in charge of the property and revenues of the school; they had the power of appointing and dismissing teachers, fixing the rate of tuition and filling appointments within the body of the board of trustees. (166)

Hartwick Seminary was opened for instruction on December 5th, 1815. Shortly after the establishment of the school the trustees applied to the legislature for papers of incorporation. Hartwick Seminary was incorporated on April 17th, 1816, and a charter was granted by the Regents the following August. (167) (168) The charter provided

---

165. Miller, George F. The Academy System of the State of New York. Albany: J. B. Lyons, Co. 1922. Pp. 21

166. Hough, Franklin B. Historical and Statistical Record of the University of the State of New York, Albany: Weed, Parsons & Co. 1885. Pp. 55-63.

167. Laws of the State of New York. Thirty-Ninth Session of Legislature. Albany: J. Buel, Printer. 1816 Pp.183.

168. Archives of Hartwick Seminary. Miscellaneous Papers. The Charter of Hartwick Seminary. 1816.

that the principal of Hartwick Seminary be an ordained Lutheran clergyman in good standing and that a majority of the trustees be either Lutheran clergymen or laymen, "whose duty it shall be, in addition to other branches of education to be taught in said Seminary, to teach candidates for the gospel ministry, in the said Seminary, a regular system of theology." (169)

Thus Hartwick Seminary was chartered as a two-fold school, that is to say, both the academy and the theological seminary were operated under one administration and both schools were held under one roof. This two-fold character of Hartwick Seminary prevailed until 1929, when Hartwick Theological Seminary was moved to Brooklyn, N.Y., under the terms of the original charter granted in 1816, but amended to permit the removal to a new locality. The academy was given a provisional charter by the Regents of the University in 1929 after which it began its separate existence. (170)

At the meeting of the legislature in 1784, provision was made for the support of schools admitted into the University of the State of New York. An act was passed empowering the Commissioners of the Land Office to lay out

---

169. Loc. cit.

170. Archives of Hartwick Seminary. Miscellaneous Papers. Provisional Charter from the Regents. 1929.

the land belonging to the State into townships, six miles square. (171) In each township one lot was reserved for the use of a minister of the gospel and one lot reserved for a school or schools. The first lot of 300 acres was designated as the "Gospel and School Lot" and formed the basis for the common school fund, the fund which became the source of income for the support of common schools in the State of New York. The second lot was known as the lot for "Promoting Literature within the State." This lot formed the basis for the income of the Literature Funds. (172)

In later years military tracts were given to the Regents for the purpose of promoting literature, and about the beginning of the nineteenth century four lotteries were drawn, part of the income of which was given to the Regents and a part to the common school fund. (173) In 1836 the surplus money in the United States Treasury was divided among the several states according to representation in congress. New York State realized the sum of $4,014,520, and the income was appropriated entirely for educational purposes. (174)

---

171. Hough, Franklin B. Historical and Statistical Record of the University of the State of New York. Albany: Weed, Parsons & Co. 1885. Pp. 80.

172. Ibid., Pp. 80 - 83.

173. Miller, George F. The Academy System of the State of New York. Albany: J.B.Lyons, Co. 1922. Pp. 68.

174. Loc. cit. Pp. 68.

Before the year 1817 the Literature Funds were appropriated among the academies on the basis of attendance without respect to curricular restrictions. In that year, however, the Regents of the University passed a resolution requiring all academies receiving aid from the Regents to teach the classics and college entrance subjects. (175) These curricular requirements were: Latin, as far as the ability to read Virgil; Greek, as far as the ability to read the New Testament, and arithmetic. The purpose of this ruling was to discourage the practice of academies in confining their work to elementary subjects alone. It will be remembered that from the time of its organization on the Hartwick Patent, there were usually more elementary than secondary students enrolled in Hartwick Seminary. (176)

There was an immediate protest against this ruling of the Regents on the part of many of the academies, for naturally the classical students were in the minority and the income of each academy was greatly reduced. These curricular requirements prevailed, however, for another decade, until 1827, when the restrictions were partially removed. Thereafter the Literature Funds were distributed on the basis of the number of students who "for four months

---

175. Loc. cit. Pp. 101.

176. See Chapter II. Pp. 39, Ref. 72.

during the preceding year shall have pursued therein classical studies or the branches of an English education, or both." (177) By classical studies was meant the ability to read the first book of the Aeneid. By English studies was meant that the pupil must take advanced work "beyond such knowledge of common or vulgar arithmetic, and of English grammar and geography as is usually obtained in the common schools." (178)

Beginning with 1817, Hartwick Seminary received this support from the Literature Funds of the State of New York. The amount varied from year to year according to the number of students who were enrolled in the classics as well as in the higher branches of an English education. The amount varied from $40 to $400 per year. A yearly report was required of the principal who stated the number and kind of courses given, the text book used and the number of students enrolled.

When the first classes were organized at Hartwick Seminary in December, 1815, the work was largely elementary. Within a few years, however, the classical department had grown to include almost all of the standard Greek and Latin authors. (179) This rapid expansion of the classical

---

177. Miller, George F. The Academy System of the State of New York. Albany: J. B. Lyons, Co. 1922. Pp. 102.

178. Loc. cit.

179. See Chapter II. Pp. 44.

curriculum may have been due to the ruling of the University Regents of 1817, which specified the ability to read Latin and Greek as the basis for support, although there is no documentary evidence to support this statement. After 1828 the term "higher English branches" came into general use. The English course included all secondary subjects which were offered in addition to Latin and Greek. By the year 1834 these courses included mathematics, science, modern languages and history. (180)

The requirements of support remained virtually unchanged until 1879, when the Regents examinations were introduced and the following curriculum adopted: (181)(182)

Regents Curriculum

1. Algebra
2. Plane Geometry
3. Physiology
4. Rhetoric & Composition
5. Natural Philosophy
6. American & General History
7. Chemistry
8. Botany
9. Physical Geography
10. Astronomy
11. Mental Philosophy
12. Bookkeeping
13. Geology

14. English Literature
15. Moral Philosophy
16. Science of Government
17. General History
18. Zoology
19. Plane Trigonometry
20. Drawing
21. Latin
22. Greek
23. French
24. German

---

180. See Chapter II. Pp. 60. Curriculum of 1834.

181. Hough, Franklin B. Historical and Statistical Record of the University of the State of New York. Albany: Weed, Parsons & Co. 1885. Pp. 845.

182. Miller, George F. The Academy System of the State of New York. Albany: J. B. Lyons, Co. 1922. Pp. 104.

Courses 1 - 7 were required as well as four of the courses 8 - 13. In addition the student could elect four courses from 14 - 24.

Hartwick Seminary adopted these regulations in full in 1880, although school courses, not listed with the Regents continued to be given. In 1890, when the Regents courses underwent another revision, the courses at Hartwick Seminary were changed to meet the new requirements. Thereafter only Regents courses were given and the former school courses were dropped from the curriculum. (183)

In 1888 the freshman year of college work was added to the curriculum. Consequently three grades of work were being given under the terms of one charter, the original charter of 1816. (184) In 1928 Hartwick College was organized in Oneonta and received a separate charter. One year later the theological department was moved to Brooklyn, N.Y., under the original charter amended to permit the removal. The academy remained on the original location and was granted an original charter under which it still operates. (185)

---

183. Catalogues of Hartwick Seminary. Vol. II. 1881 - 1915. Catalogue of 1890.

184. Minutes of the Board of Trustees. Vol. II. 1853 - 1896. Meeting of 1888.

185. Archives of Hartwick Seminary. Charter of 1929.

B. Innovations in the Academy System.

1. Aim of Education.

A summary of the academy system would not be complete without a statement regarding the aim of education in the academies. The academy was not necessarily a college preparatory school. Its major function was to give a general education to those who desired to advance beyond the rudiments of learning as provided by the district schools. Dr. Miller points out that: (186)

> "The most important work of the academies was the education of many thousands who depended on the academy alone to prepare them for the duties of life. The academies do not show the number of persons who achieved distinction or success in life; but no doubt the greater number of men and women who were prominent in the State during the past generation were educated wholly or in part in the academy."

This contention is born out by Dr. Hazelius, principal of Hartwick Seminary from 1815 - 1830. His report to the Board of Trustees included the following item: (187)

> "206 scholars have entered Hartwick Seminary since December 1815, sixteen of whom afterward entered different colleges and maintained the character of good students; 10 are at present in Union College; since they left the Seminary, 11 have studied theology or are now engaged in the study thereof; 12 have devoted themselves to the study of law; 17 to that of medicine and some have entered the Army or Navy of the United States."

---

186. Miller, George F. The Academy System of the State of New York. Albany: J. B. Lyons, Co. 1922. Pp. 174.

187. Archives of Hartwick Seminary. Vol. VI. 1821 - 1830. Report of Rev. Hazelius to the Trustees. 1822.

The inference here is that while Hartwick Seminary prepared students for college entrance, the majority of the students who enrolled considered the institution their finishing school.

2. Coeducation.

In 1852 the Board of Trustees of Hartwick Seminary adopted a motion "approving the action of the principal in establishing a female department in Hartwick Seminary. (188) During the school year 1851 - 1852, 27 young women were admitted as students and from that time on, with the exception of two years, there was always a good enrollment of young women. (189) Hartwick Seminary remained coeducational until 1931.

The education of girls was one of the innovations of the academies. The first record of the Regents on the attendance of girls in the academies was kept in 1842. From 1842 - 1847 there were more boys than girls enrolled in the academies of the State. Thereafter, however, girls were usually in the majority. (190) In 1852 for instance, 168 academies reported a total of 37,077 pupils. Of these,

---

188. Minutes of the Board of Trustees. Vol. I. 1816 - 1853. Meeting of 1852.

189. During the building operations, 1867 - 1868, only theological students were enrolled and the school was closed to all other students. The school was also closed from 1870 - 1871 to all students.

190. Annual Report of the Regents of the University of the State of New York. 1853.

29,940 were allowed as pursuing classical or higher English studies. Of this latter number, 11,001 were girls and 9,976 were boys. Inasmuch as the higher education of girls was not provided for in any other institution, the service rendered by the academies was very much worth while. (191)

3. Experimentation in Curriculum.

The academies were free to experiment in new courses of study. The minimum requirements imposed upon the academies were not inclusive enough to build a varied curriculum and many new courses were introduced upon the initiative of the academies themselves. Many of these courses were taken over by the academies after they were first taught in colleges. In Chapter II, page 65, the curriculum of Union College of 1831 was compared with the curriculum of Hartwick Seminary in 1834. More than one-half of the courses taught in Union College were taught in Hartwick Seminary three years later. In addition, many of the science courses, which were taught in Union College in 1831, found their way into the Hartwick Seminary curriculum soon after. In other words, many of the academies were giving courses which exceeded the entrance requirements of colleges. This experimentation with new

---

191. Miller, George F. The Academy System of the State of New York. Albany: J. B. Lyons, Co. 1922. Pp. 175.

course material was one of the valuable contributions of the academy system. The writer does not mean to infer that deliberate experimentation in subject matter was carried on for the sake of experimentation, but rather that by introducing new curricular materials, the academies found out by experience what courses were valuable and what courses were worthless from the point of view of education.

This contention is born out by Dr. Miller who lists the following as one of the major contributions of the academy system: (192)

> "One of the chief services of the academies resulted from their freedom to experiment with various processes and plans, and in that way discover the ones most suited to secondary education in the country. The curricula of our modern high schools were developed largely in the academies."

Hartwick Seminary offered the following courses in 1855 in the field of science: (193) natural philosophy, chemistry, physiology, astronomy, botany, geology, navigation, civil engineering, electricity, hydrostatics, magnetism, mechanics, optics and agriculture. Ten years later, eight of these courses disappeared from the curriculum.

Often courses were introduced because they were first taught in college. Again, several courses such as "The

---

192. Miller, George F. The Academy System of the State of New York. Albany: J. B. Lyons, Co. 1922. Pp. 130.

193. See Chapter II, Pp. 78.

Theory and Practice of Teaching" were introduced because they became required courses for young people preparing for teaching in the common schools. Some of the courses introduced by the academies continued for a long time, and others for only a few years. Between the years 1816 - 1875 the following courses appeared and then disappeared from the curriculum of Hartwick Seminary: (194)

Analysis
Ancient Geography
Astronomy
Conic Sections
Declamation
Ecclesiastical History
Electricity
Elements of Criticism
Engineering
Evidences of Christianity
Geometry, Analytical
Geometry, Descriptive
Greek Antiquities
Hebrew
History of the Bible
Hydrostatics
Hygiene
Intellectual Philosophy
Laws & Government
Leveling
Logarithms
Logic
Mapping
Mensuration
Mineralogy
Moral Philosophy
Music
Mythology
Natural History
Natural Theology
Natural Philosophy
Navigation
Optics
Orthography
Parsing
Political Economy
Pneumatics
Principles of Teaching
Pronunciation
Roman Antiquities
Spanish
Technology

4. The Academies as Teacher Training Schools.

In 1854 the Board of Trustees empowered the principal of Hartwick Seminary, at that time Rev. Dr. Sternberg, to secure the consent of the University Regents to organize

---

194. These courses were mentioned in either the catalogues, the annual reports of the principals to the Board of Trustees and in the annual reports of the principal to the Regents of the University.

school system, under the supervision of the Secretary of State and the Legislature,advocated the organization of state supported normal schools for this purpose. (198) It should be remembered that the common school system had its inception in the legislation of 1812 which organized the towns of the state into school districts, three trustees to be elected in each district to supervise the work of the schools and raise by taxation an amount of money equal to the contribution of the state common school fund. (199) By the year 1840 the common school system was so well developed that county superintendents were appointed to supervise the work of the school districts. Convocations of county superintendents were held, and these men, aided largely by the efforts of Horace Mann and Henry Bernard, succeeded in organizing and establishing the Albany Normal School in 1845. (200)

In the meantime the Regents of the University recognized the need of training teachers, and in 1834 passed the following legislation: Eight academies were appointed, one in each senatorial district,for the work of training

---

198. Miller, George F. The Academy System of the State of New York. Albany: J. B. Lyons, Co. 1922. Pp. 133.

199. Gifford, Walter J. Historical Development of the New York State High School System. Albany: J. B. Lyons, Co. 1922. Pp. 28.

200. Gifford, Walter J. Historical Development of the New York State High School System. Albany: J. B. Lyons, Co. 1922. Pp. 32.

a "Normal Class" in the institution. (195) This work of the academies in training teachers for the common schools was so noteworthy an accomplishment that a brief history of the movement is included in this chapter, in order to evaluate the contribution of Hartwick Seminary in particular.

For many years students of the academies had gone into the teaching profession. It was a common profession for academic graduates, although most of the teaching was done by them in the district elementary schools. Occasionally the principals of Hartwick Seminary mentioned that graduates either entered college or were "keeping school."(196) It is fair to assume that inasmuch as Hartwick was the only academy within a radius of twenty miles, many of the teachers of the common schools in this district came from this institution.

There were two distinct views in respect to the training of teachers, just as there were two educational agencies in the state. The Regents of the University considered it a function and a duty of the academies to prepare teachers for the common schools. (197) On the other hand, the common

---

195. Archives of Hartwick Seminary. Report of Rev. Sternberg to the Board, suggesting the organization of a normal class. Vol. VIII. 1841 - 1858. Report of 1854. Also, Minutes of the Board of Trustees. Vol. II. 1853 - 1896. Meeting of 1854.

196. Archives of Hartwick Seminary. Vol. VII. 1831 - 1840. Report of Rev. Miller in 1837.

197. Finnegan, Thomas E. Teacher Training Agencies. Albany: Vol.II. Annual Report. State of New York Education Department. 1915. Pp. 116.

teachers. The Regents appropriated the money necessary to furnish the library and the philosophical equipment. In addition, the University Regents supported the work of each school with an appropriation of $400. The requirements for admission to the normal department in these schools were the same as the requirements for admission to the higher English department. (201) The curriculum was composed of the following: writing, drawing, arithmetic, bookkeeping, geography, general history, history of the United States, history of the State of New York, geometry, trigonometry, mensuration and surveying, chemistry and mineralogy, the Constitution of the United States, moral and intellectual philosophy and principles of teaching. (202)

The equipment was to include the following: numerical frames, geometrical globes, maps, solids, movable planesphere, tide dial, optical, mechanical, hydrostatic, pneumatic and chemical apparatus, an electrical machine, surveying instruments, a telescope, a quadrant and 100 specimens of mineralogy. The eight academies were: Erasmus Hall, Montgomery Academy, Kinderhook Academy, St. Lawrence Academy,

---

201. Miller, George F. The Academy System of the State of New York. Albany: J. B. Lyons, Co. 1922. Pp. 137.

202. Ibid., Pp. 138.

Fairfield Academy, Oxford Academy, Canandaigua Academy and Middleburg Academy. (203)(204)

In 1841 the number of academies giving courses in teacher training was increased from eight to sixteen, but even this increase did not meet the demand for teachers, for the common schools were increasing in numbers and population. (205) Therefore in 1849, legislation was enacted to enable the Regents to pay the sum of $250 to each academy giving a course in the "Science of Common School Teaching," provided that the pupil attend for four months in the year. There was to be one academy in each county giving teacher training work. The curriculum was to be composed of elementary and as many advanced subjects as could be given. Practice teaching was advised, and pupils were to be educated free of charge, that is to say, the Regents would pay the tuition for each pupil at the rate of $12.50. All students receiving this gratuitous instruction were to pledge themselves to devote a reasonable time to teaching. The age of the pupils was to be at least

---

203. Hough, Franklin B. Historical and Statistical Record of the Regents of the University of the State of New York. Albany: Weed, Parsons & Co. 1885. Pp. 542.

204. Miller, George F. The Academy System of the State of New York. Albany: J. B. Lyons Co. 1922. Pp. 139.

205. Op. cit. Pp. 142.

sixteen years of age for girls and eighteen for boys. (206)

In spite of these provisions there were still not enough teachers, so in the following year, 1853, two changes were made in the law. The sum of $18,000 was appropriated for the work, and no academy was to be paid for more than 25 pupils. (207) Two kinds of appointments were made, provisional and absolute. In 1856, 119 academies applied for support for this work and 113 were allowed. In this year a change was made in the curricular requirements. Reading, writing, orthography, arithmetic, English grammar, and geography were the required subjects. In addition, two subjects were to be elected from the following: algebra, geometry, natural philosophy, history of the United States, the science of government or physiology. All students were required to take the "Theory and Practice of Teaching." (208)

In 1889 the superintendence of teacher training work passed into the hands of the State Superintendent of Education, and, although a few academies continued to work after this date, most of the work of training of teachers for elementary schools passed over into the high schools and more so into the normal schools. By this time, too, most of the old academies had disappeared.

The first normal graduates of Hartwick Seminary finished

---

206. Hough, Franklin B. Historical and Statistical Record of the University of the State of New York. Albany: Weed, Parsons & Co. 1885. Pp. 557.

207. Ibid., Pp. 559.

208. Miller, George F. The Academy System of the State of New York. Albany: J.B.Lyons Co. 1922. Pp. 158.

their work at the close of 1854. In accordance with the requirements of the Regents, most of the students came from the immediate vicinity, and most of the graduates taught in the district schools within the limits of Otsego County. The text used by Rev. Dr. Sternberg for this course, "The Theory and Practice of Teaching," was a volume by H. H. Page entitled "The Teacher." (209)

C. Public Education in New York and its Effect upon the Academies.

In 1872 Rev. Dr. James Pitcher became principal of Hartwick Seminary. It was during his incumbency that the high school movement began. It was because of the intrusion of this new school into the field of secondary education that the academy system in general, and Hartwick Seminary in particular, was forced to re-define the aims of private secondary education. A history of the movement resulting in free schools, and particularly the history of the high school movement, is given here in order that the reader may understand the influence of this new school movement upon the academies, many of which were forced to discontinue, and many others to realize new aims in private secondary education.

Inasmuch as the high school system originated at first as an outgrowth of the common school movement, it will

---

209. See Chapter II, Pp. 82, for the report of Rev. Sternberg to the Regents in 1854.

be well to describe briefly the rise of the common schools in New York State, as a prelude to a better understanding of the decline of the academy system.

The common schools of New York State originated in the forethought and interest of Governor Clinton. In 1795, ten years after the birth of the academy movement, he recommended the following to the Legislature:

> "While it is evident that the general establishment and endowment of academies is highly to be recommended .....yet it cannot be denied that they are principly confined to the children of the opulent, and that a great portion of the community is excluded from their immediate advantages. The establishment of common schools throughout the State is happily calculated to remedy this inconvenience and will, therefore, engage our early and decided consideration." (210)

In April of the same year the Legislature passed an act entitled "An Act for the Encouragement of Schools." By this means an amount of $50,000 was appropriated annually for the purpose of giving aid to the children of the inhabitants of the State of New York by the erection and maintenance of schools in various towns, cities and villages. (211) Children were to receive instruction in "such branches as are most useful and necessary to complete a good English education." (212)

---

210. Randall, Samuel S. The Common School System of the State of New York. Troy: Johnson & Davis, Printers. 1851. Pp. 5.

211. Ibid., Pp. 6.

212. Gifford, Walter J. Historical Development of the New York State High School System. Albany: J.B.Lyons Co. 1922. Pp. 28.

The beneficial results of this legislation were almost immediate. Three years later it was reported that in sixteen of twenty-three counties there were 1,352 schools with an enrollment of approximately 60,000 children. Unfortunately, this grant expired with the year 1800 and the school system which showed such great promise of growth and expansion, immediately languished. (213)

Several friends of education at once arose to defend the infant school system. Among these were Judge Peck, a resident of Cooperstown, Otsego County, N.Y., and Mr. Adam Comstock of Saratoga. These two men were natives of Connecticut and familiar with the common school system of New England. These two men, both members of Legislature, secured the passage of a bill in 1801 by means of which $100,000 was raised by lotteries and the sum placed in the Treasury of the State for the use of the common schools. (214)

Governor Lewis, who came into office in 1801, was as interested in the organization and wellbeing of the common school system as his predecessor, Governor George Clinton. He secured the passage of a bill which made use of an already existing fund, namely the income from the "Gospel and School Lot." The income from this land was to be

---

213. Ibid., Pp. 29.

214. Randall, Samuel S. The Common School System of the State of New York. Troy: Johnson & Davis, Printers. 1851. Pp. 7.

invested until the annual income would reach the sum of $50,000 per year, this money then to be used for the support of common schools. (215)

In 1812 a bill was passed by Legislature which included the main features of the common school system. The plan is outlined as follows: The towns of the state were to be divided into districts; three trustees were to be elected to represent each district with the responsibility of caring for and maintaining these schools. Each town was to raise by taxation an amount of money equal to that contributed by the State. All of the common schools were to be under the administration of one officer who would report directly to the Legislature. (216) The Commissioners advised the adoption of the "Lancastrian Plan" as it was called, "which has lately been introduced into some of the larger towns of the United States," and which is "an expeditious and cheap mode of instructing a large number of pupils." (217)

The common schools grew in numbers and in efficiency during the administration of Gideon Hawley, the first Superintendent of Common Schools. In 1816 he reported 5,000 common schools and a school population of 200,000 children. In his last report, issued five years later, he

---

215. Ibid., Pp. 8.

216. Gifford, Walter J. Historical Development of the New York State High School System. Albany: J.B.Lyons Co. 1922. Pp. 29.

217. Randall, Samuel S. The Common School System of the State of New York. Troy: Johnson & Davis, Printers. 1851. Pp. 9.

reported an increase of a thousand schools and a hundred thousand more pupils who were enjoying the advantages of an English education. (218)

Azariah Flagg, who followed Gideon Hawley, reported in 1827 that there were 10,000 common schools and a school population of half a million pupils, a number almost equal to the population of the State between the ages of five and sixteen years. (219)

With the success of the common school system assured, the State began to realize the need of facilities for secondary education. The only secondary institutions were the academies. It is of interest to note that instead of making secondary education the function of the common school, the State educators turned to the academies. This was in one sense natural, for up to that time, and for many years to come, the Board of Regents of the University was recognized as the administrative body to supervise secondary education through the medium of the academies yet to be established. In 1827 $250,000 was added to the common school fund, the income of which was to be distributed among the incorporated academies in proportion to the number of students instructed in the higher English

---

218. Ibid., Pp. 13.

219. Ibid., Pp. 23.

branches or in the classics, for a period of six months. This money was to be used by the academies. (220)

The administration of Secretary of State John C. Spencer was also important in that the organization of common schools went on apace. Mr. Spencer seconded the fears of several of his predecessors that any large increase in State appropriations would necessarily result in a relaxation of the efforts of the school districts in raising an amount of money equal to that given by the State for the support of the common schools. For the first time a concerted movement began for the support of education by general taxation, or in short, to make the schools free. (221) During this incumbency the system of supervision of the schools by district school visitors was introduced. (222) Their reports were so well received and the usefulness of the plan became so evident that it resulted in legislation providing for a deputy superintendent of schools in each county. With the appointment of county superintendents the work went on apace. In their yearly convocations, school problems relative to administration, teacher training, curriculum and discipline were discussed. In these meetings special studies were presented describing the efficiency, or

---

220. Ibid., Pp. 28.

221. Ibid., Pp. 44 ff.

222. Gifford, Walter J. Historical Development of the New York State High School System. Albany: J.B.Lyons Co. 1922. Pp. 32.

rather, the lack of efficiency on the part of the academies in the work of teacher training, and the dissatisfaction resulting from these discussions caused the establishment of the Albany Normal School in 1845.(223)

In this same year this group of public spirited educators submitted the following resolution to the Legislature: "The Legislature shall provide free education and instruction for every child in the State in the common schools now established or which shall hereafter be established therein." (224) In the morning session the recommendation passed in the Senate by a comfortable margin. After reassembly in the afternoon, an amendment was offered striking out the words, "free schools." This carried, and an interval of more than twenty years passed before another attempt was made to free the schools. However, the important thing to remember is that up to this time secondary education was considered the function of the academies, and the supervision rested with the University Regents.

In 1853 the Union School Act was passed. This permissive legislation provided for the reorganization of the

---

223. Randall, Samuel S. The Common School System of the State of New York. Troy: Johnson & Davis, Printers. 1851. Pp. 45.

224. Ibid., Pp. 60 ff.

district system to the extent that two or more districts might unite to form a stronger school with a larger faculty. (225) Union schools, so formed, were given permission to organize academical departments, giving courses equivalent to those offered at the time in the academies. The following provisions were made in this act: (226)

1. Legal voters could establish and create a board of education to provide for the maintenance and supervision of schools so consolidated.
2. The boards of education held the power to prepare budgets which were to be submitted to the voters of the district.
3. The boards of education could establish academical departments in these union schools, or arrange with an academy, upon the unanimous vote of the trustees of the academical department.
4. The academical department would become responsible to and subject to the visitation of the Regents of the University.
5. The union schools so established were to be under the jurisdiction of the common school department of the State.
6. The academical departments of the union schools were "to enjoy all the privileges and immunities now enjoyed by the academies," and they were to receive support both from the Literature Funds as well as from the Common School Treasury.

This act of Legislature included several interesting features worthy of notice, in so far as the academies were

---

225. Hough, Franklin B. Historical and Statistical Record of the University of the State of New York. Albany: Weed, Parsons & Co. 1885. Pp. 422.

226. Gifford, Walter J. Historical Development of the New York State High School System. Albany: J.B.Lyons Co. 1922. Pp. 60-62.

concerned. The fourth article assumed that the administration of secondary education in the State of New York was the function of the University. On the other hand, article V placed these schools under the jurisdiction of the common school system. Although these academical departments were an extension upward of the common school system, the approval of the subject matter to be taught and the requirements for support from the Literature Fund depended essentially upon the approval of the Regents. This dual control is nowhere more evident. For years, in fact from 1795 - 1901, this dual control of education worked to the disadvantage of free education. The act of 1853 was the first step toward the realization of a single board of control, a final achievement which did not result until almost half a century had passed.

The Union School Act of 1853 was not intended as a weapon to use in the destruction of a State supported academy system. It was to supplant the secondary work of the academies and not to replace it. With the growing influence and importance of the high school system which resulted from the Union School Act of 1853, the supremacy of the academy in the field of secondary education was doomed. After the year 1860 the academy movement declined and the high school movement grew correspondingly.

This permissive legislation of 1853 continued until 1904, when the Unification Act provided for complete control of secondary and elementary education by the Regents of the University of the State of New York.

Table II. ACADEMIES AND HIGH SCHOOLS ADMITTED (227)

Admission by Quinquennials

Year	Academy	High School
1836 - 1840	60	0
1841 - 1845	41	0
1846 - 1850	29	2
1851 - 1855	47	7
1856 - 1860	25	12
1861 - 1865	16	12
1866 - 1870	15	52
1871 - 1875	7	50
1876 - 1880	3	39
1881 - 1885	6	32
*1886 - 1890	29	40
1891 - 1895	48	165
1896 - 1900	32	184
1901 - 1905	27	111
1906 - 1910	12	42

There are several reasons for the relatively slow development of a state system of education in the State of New York. Randall's summary follows: (228)

---

227. Gifford, Walter J. Historical Development of the New York State High School System. Albany: J.B.Lyons Co. 1922. Pp. 95.

* After 1886 a great many Roman Catholic private secondary schools were organized.

228. Randall, Samuel S. The Common School System of the State of New York. New York: Ivison, Balkeman Taylor Co. 1871.

"1. The permissive nature of the union school laws and their lack of clarity.

2. The decentralized condition of the lower school until the work of Superintendent Draper in 1886.

3. The relatively strong hold which the academies maintained upon local educational leaders and upon the Regents, and therefore upon the higher educational policy of the State of New York.

4. The long contest between the Regents and the Superintendent for the control of secondary education."

When Rev. Dr. James Pitcher began his work as principal of Hartwick Seminary in 1872, the high school movement was beginning to enjoy a steady growth. During the third of a century in which he was associated with Hartwick Seminary, almost seven hundred high schools were organized in the State of New York, several of them in the vicinity of the school. It became necessary for him to re-define the purpose of education in Hartwick Seminary and give the institution a new direction.

We will remember that up to this time only a relatively small number of students used the academy as a college preparatory school. (229) For most of the students, Hartwick Seminary was a finishing school. With the intrusion of the union school, followed by the high school into the field

---

229. See Pp.67.

of secondary education, the academy now began in earnest to point toward preparation for college entrance as its major function.

The Board of Trustees took two important steps toward this end in 1875. The first move was to grant diplomas to those who completed the four year course. (230) After the year 1883 diplomas were given to all students who completed at least the three year academic course. The granting of diplomas was important in this sense, that thereafter only the work of such students was recognized, who completed the four year course in full. In other words, the granting of diplomas discouraged partial attendance.

The second important action by the Board of Trustees in re-defining the aim of education in Hartwick Seminary was the passage of a motion to put Hartwick Seminary on a collegiate basis. In 1876 a committee was appointed to confer with the three supporting Lutheran Synods in the State of New York on this subject. (231) It was the hope of the Board of Trustees that with so large a constituency supporting the school, a sufficient enrollment could be secured to make college work profitable. The following

---

230. See Chapter II, Pp. 85 - 86.

231. Minutes of the Board of Trustees. Vol. II. 1853 - 1896. Minutes of the meeting held June, 1876.

year the Hartwick Synod at its regular meeting adopted the following resolution: (232)(233)

> "Whereas Hartwick Seminary, as it is now constituted, does not meet the educational demands of our people, and whereas the endowment of a collegiate department with the institution seems practical to Synod, therefore, Resolved, that a committee of three be appointed by the New York and New Jersey and the Frankean Synod to inquire into the expediency of establishing a college of high grade to be under the control of the above Synods,
> Resolved, that the President of the New York and New Jersey Synod and the President of the Frankean Synod be requested at an early date to appoint committees to represent their Synods, if in their judgment it be expedient to do so.
> Resolved, that we recommend to the Trustees of Hartwick Seminary to continue the institution upon its present basis and endeavor to make it efficient as a classical school and as a training school for theological students, and that as a Synod we will cooperate with them in attaining these ends."

The presidents of the Frankean and of the New York and New Jersey Synods did not respond very favorably to this petition. In fact, these Synods eventually did nothing toward the establishment of a collegiate department. Finally the Trustees secured a financial agent to canvass individual churches, and it was not until the year 1888 that the freshman year of college work could be given. (234)

---

232. Minutes of the Hartwick Synod. Vol. II. 1861 - 1887. Meeting of 1877.

233. The Minutes of these three Synods are on file in the Archives of the United Lutheran Synod of New York, Lutheran Church House, 39 East 35th Street, New York City, N.Y.

234. See Chapter II, Pp. 92.

Nor did this college work advance beyond the freshman year until the founding of Hartwick College in 1928.

One more step was taken in re-defining the aim of Hartwick Seminary. This was the adoption of the Regents College Entrance Course of Studies in 1882. (235)

It is sufficient to state that the Board of Trustees, guided in their thinking by Rev. Dr. Pitcher, realized that the school could not go on in the former haphazard way. Diplomas were granted by the school to encourage students to complete the curriculum. The Regents' college entrance course was adopted, and the freshman year of college work was organized, all steps leading to a re-definition of the aim of education in Hartwick Seminary, namely that preparation for college entrance became the major function.

Table III on the following page lists the academies chartered by the Legislature and admitted into the University of the State of New York between the years 1787 - 1820. Of these forty-one academies, only eight closed before the year 1860. After 1860, the date after which high schools began to be admitted into the University in growing numbers, fourteen of these early academies closed. Sixteen of the academies listed were taken over as public

---

235. See Chapter II, Pp. 95.

TABLE III NEW YORK STATE ACADEMIES, CHARTERED FROM 1787 - 1820

Name of Academy	Location	Began	Ended	Outcome
Clinton Academy	East Hampton	1787	1881	Closed
Erasmus Hall	Flatbush	1787	1895	High School
Farmers Hall	Goshen	1790	1866	Closed
North Salem Academy	North Salem	1790	1862	Closed
Montgomery Academy	Montgomery	1791	1861	Closed
Washington Academy	Salem	1791	1853	High School
Dutchess County Academy	Poughkeepsie	1792	1868	High School
Union Hall	Jamaica	1792	1893	Closed
Hamilton Oneida Academy	Kirkland	1793	1812	Hamilton College
Schenectady Academy	Schenectady	1793	1795	Union College
Johnstown Academy	Johnstown	1794	1869	High School
Oxford Academy	Oxford	1794	1896	Closed
Canandaigua Academy	Canandaigua	1795	1896	Closed
Kingston Academy	Kingston	1795	1880	High School
Union Academy	Stone Arabia	1795	1796	Closed
Cherry Valley Academy	Cherry Valley	1796	1866	Closed
Lansingburg Academy	Lansingburg	1796	1901	Closed
Otsego Academy	Cooperstown	1796	1808	Closed
Columbia Academy	Kinderhook	1797	1805	Closed
*Hartwick Seminary	Albany	1797	1808	Closed
Cayuga Academy	Cayuga	1801	1898	Closed
Fairfield Academy	Fairfield	1803	1905	Closed
Oyster Bay Academy	Oyster Bay	1803	1835	High School
Catskill Academy	Catskill	1804	1822	Closed
Newburg Academy	Newburg	1806	1852	High School
Hudson Academy	Hudson	1807	1888	Closed
Balliston Academy	Balliston	1808	1824	Closed
Lowville Academy	Lowville	1808	1902	Closed
Blooming Grove Academy	Blooming Grove	1811	1824	Closed
Pompey Academy	Pompey	1811	1895	Closed
**Albany Academy	Albany	1813	still	reporting
Geneva Academy	Geneva	1813	1824	Geneva College
Whitesboro Academy	Whitesboro	1813	1849	Closed
Utica Academy	Utica	1814	1875	High School
Auburn Academy	Auburn	1815	1866	High School
Cambridge Academy	Cambridge	1815	1873	High School
**Hartwick Seminary	Hartwick	1816	still	reporting
St. Lawrence Academy	Potsdam	1816	1869	Normal School
Cortland Academy	Homer	1819	1873	High School
Middlebury Academy	Wyoming	1819	1888	High School
**Delaware Academy	Delhi	1820	still	reporting

* The income from the estate of Rev. J. C. Hartwick was used from 1797-1808 for secondary and theological education. Secondary students were taught in the home of Rev. Braun in Albany, and theological students were given instruction in the home of Rev. C. Kunze in New York City. No reports to Regents were made during these years, however.

**The only academies remaining and still functioning are: Albany, Hartwick and Delaware. Albany Academy is the oldest non-denominational school, and Hartwick Academy the oldest church academy in the State of New York.

high schools after 1853, five grew to become colleges and one a normal school. In other words, the growing power of the high school movement resulted in closing fourteen of these academies, in changing over sixteen into high schools, and in changing five into institutions of higher learning. Only three of these old academies are still operating, namely, Albany Academy in Albany, N.Y., chartered in 1813; Hartwick Academy chartered in 1816 and Delaware Academy at Delhi, N.Y., chartered in 1820. (236)(237)

After the year 1860 the academies were forced to re-define the aim of private education. Instead of preparing for life, which had been the major function and aim of the academies, they began to prepare for college entrance. This was also true of Hartwick Seminary.

---

236. The record of these early academies is taken from the following sources:

Miller, George F. The Academy System of the State of New York. Albany: J.B.Lyons Co. 1922. Pp. 92-97.

237. Hough, Franklin B. Historical and Statistical Record of the University of the State of New York. Albany: Weed, Parsons & Co. 1885.

CONCLUSIONS

1. Hartwick Seminary was incorporated by the Legislature of the State of New York in 1816, and a few months later was granted a charter by the Regents of the University to operate as a two-fold school, namely as an academy and as a theological seminary under one administration and under one roof. This two-fold emphasis in education continued until the year 1929, when Hartwick Theological Seminary was moved to a new location in Brooklyn, N.Y., under the terms of the original charter, amended to permit the removal of the school from its old site. The classical department was reorganized with a separate board of trustees and continued to operate under the terms of a provisional charter, granted by the Regents of the University in 1929.

2. Support from the Regents of the University was granted to Hartwick Seminary from 1816 - 1828 on the basis of the number of students who studied the classics, and from 1828 - 1893 upon the basis of the number of students who were enrolled in the classics or in the higher English branches. The amount of support varied from year to year according to the amount of money available in the Literature Funds of the State as well as on the basis of the total number of students allowed by the State as eligible for support.

3. Although Hartwick Seminary prepared students for entrance into college from the time of its organization, its major aim was to give a liberal education to all who attended Hartwick Seminary as a finishing school. The curriculum of Hartwick Seminary was so organized as to meet the needs of all students who attended. This liberal aim continued until about 1875.

4. After 1875, when the work of colleges in New York State was more standardized in respect to admissions, and after a notable increase in the number of new high schools which were organized about this time began to affect the attendance of students in the academies, the academies were forced to re-define their aim in education in terms of college entrance. This now became the major aim of Hartwick Seminary.

5. This new aim of preparation for college entrance was realized through the adoptions of the following innovations in Hartwick Seminary: diplomas were granted by the school to those finishing the classical course, the curriculum recommended by the Regents was adopted, including the college entrance curriculum, Regents examinations were introduced and the freshman year of college work was organized.

6. One of the major contributions of the academy system to modern education was the freedom employed in experimenting with new curricular materials. In Hartwick Seminary forty-two subjects were added to the curriculum and then dropped from the curriculum again between the years 1816 - 1880. This experimentation laid the foundation for the modern high school curriculum.

7. Hartwick Seminary provided for coeducation in 1851. For eighty years the enrollment of girls made up about one-third of the total enrollment. Coeducation was a distinct contribution of the academy system in general and of Hartwick Seminary in particular, mainly because for many years the academies were the only institutions of higher learning open to girls.

8. The academy system was employed by the Regents of the University of the State of New York to supply teachers for positions in the common schools of the State. In Hartwick Seminary a "normal class" was organized in 1854. This work continued until 1890, when support for this work ceased. Hartwick Seminary was the only accredited school in Otsego County for the training of common school teachers, and for many years was the only source of supply for common school teachers within the limits of the county.

CHAPTER IV

The Contribution Of Hartwick Seminary As A Theological Seminary

In the two previous chapters the contribution of Hartwick Seminary as a classical academy has been described. This, however, was only one part of the two-fold work of the institution. The contribution of Hartwick Seminary as a theological seminary should not be overlooked.

This chapter will deal with four related topics. By way of introduction the need of Lutheran theological education in New York will be stressed. There was a very definite need of facilities for training young men for the service of Lutheran churches, and Hartwick Seminary was established in part to meet this growing need.

This will be followed by a discussion of the relationship of the institution to its theological students, particularly with reference to the training of students, the development of the curriculum in theology and the gratuitous instruction of theological students.

The third related topic will deal with the contribution of Hartwick Seminary to the Lutheran Church in the State of New York which granted it support. Hartwick Seminary made a very tangible contribution, particularly in the extension

of the church in the work of home missions as well as in supplying ministers for vacant pulpits.

The fourth and final discussion will relate to Hartwick Theological Seminary as it is now organized in Brooklyn, N.Y., and to the contribution which it is making to Lutheranism in the metropolitan district of New York City.

A. The Need for Lutheran Theological Education.

In chapter I we read that Rev. Mr. Hartwick designated in his last will and testament, that all of his property should be used for the erection and support of a school for the training of a native ministry. (238)

Available statistics of that period previous to the year 1800 bear out Rev. Mr. Hartwick in his vision of the need of a theological seminary. According to Schmucker's "History of the Lutheran Church," (239) there were only eleven ministers in the colonies about the year 1750. This small group of men ministered to more than 60,000 Lutherans.

The first settlement of Lutherans dates back to the Dutch Colony of New Amsterdam in 1621. Their first minister was Jacob Fabricius, who arrived in 1669, and

---

238. See Chapter I, Pp. 14 - 16.

239. Schmucker, S. S. The Lutheran Church in America. Philadelphia. E. W. Miller Co. 1852. Pp. 21.

for many years the Dutch language was used in a Lutheran church on the Island of Manhattan. (240)

The Swedes formed the second settlement of Lutherans, establishing their colony on the Delaware River below the present site of Philadelphia. (241) The settlement was established in 1636 and for many years pastors were sent from the mother church in Sweden. (242)

The third emigration of Lutherans took place between 1710 - 1750. Germans in large numbers came to New York and Pennsylvania. The Palatine Germans were driven out of Wurtemberg, Baden, and from the Rhine Provinces because of the persecutions suffered in the War of the Spanish Succession. They found a refuge at the Court of Queen Anne in England, finally sailing to New York and occupying large grants of land along the Hudson River, particularly near the present location of Rhinebeck. The first settlement was formed in 1710 and thereafter the Palatines came in increasing numbers. (243)(244) Other German colonists

---

240. Zwierlein, F.J. Religion in New Netherlands, Rochester: Smith Publishing Co. 1910. Chapter VI. Pp. 187 ff.

241. Graebner, A.L. Geschichte der Lutherischen Kirche in America. St. Louis: Concordia Publishing House. 1892. Pp. 83-85.

242. Hazelius, E.L. The American Lutheran Church, Zanesville, Ohio: Edwin C. Church Printing Co. 1846. Pp. 25.

243. Faust, A.B. German Element in the United States. New York: Houghton, Mifflin Co. 1909. Chapter II, III.

244. Hull, Rev. W. History of the Lutheran Church in Dutchess County. Gettysburg, Pennsylvania: J.E.Wible, Printer. 1881. A Pamphlet of 24 pages.

came to Pennsylvania, induced by the liberal colonial policy of William Penn. (245)

The fourth settlement of Lutherans was that of the Salzburgers in Georgia. The Archbishop of Salzburg, having discovered that many of his subjects had turned to the Protestant faith, instituted persecutions. Twenty thousand Lutherans found refuge in Prussia. (246) From there, they found a refuge in the colony of General Oglethorpe, and their passage to America was facilitated by the London Society for the Propagation of the Gospel.(247)

In 1736 still another colony of German Lutherans settled in the Province of North Carolina and in Madison County, Virginia. (248)

Three years later two ships brought several hundreds of settlers to the Province of Maine, they having received grants of land from the original proprietor, General Waldo.(249)

---

245. Mann, W.J. Life and Times of Rev. Henry Melchior Muhlenberg. Philadelphia: C.W.Fredericks Co. 1887. Pp. 94 ff.

246. Strobel, P.A. The Salzburgers and Their Descendants. Baltimore, Maryland: T.N.Kurtz, Publisher. 1855. Chapter II. Pp. 44 ff.

247. Ibid., Chapter III. Pp. 57 ff.

248. Wolf, E.J. The Lutherans in America. New York: J. Hill Publishing Co. 1891. Pp. 205.

249. Pohlman, H. The German Colony and the Lutheran Church in Maine. Gettysburg, Pennsylvania: J.E.Wible, Printer. 1869. A pamphlet of 20 pages, giving a complete history of the Maine Settlement.

came to Pennsylvania, induced by the liberal colonial policy of William Penn.(245)

The fourth settlement of Lutherans was that of the Salzburgers in Georgia. The Archbishop of Salzburg, having discovered that many of his subjects had turned to the Protestant faith, instituted persecutions. Twenty thousand Lutherans found refuge in Prussia. (246) From there, they found a refuge in the colony of General Oglethorpe, and their passage to America was facilitated by the London Society for the Propagation of the Gospel.(247)

In 1736 still another colony of German Lutherans settled in the Province of North Carolina and in Madison County, Virginia. (248)

Three years later two ships brought several hundreds of settlers to the Province of Maine, they having received grants of land from the original proprietor, General Waldo.(249)

---

245. Mann, W.J. *Life and Times of Rev. Henry Melchior Muhlenberg.* Philadelphia: G.W. Frederick Co. 1887. Pp. 54 ff.

246. Strobel, P.A. *The Salzburgers and Their Descendants.* Baltimore, Maryland: T.N. Kurtz, Publisher. 1855. Chapter II. Pp. 44ff.

247. Ibid., Chapter III. Pp. 59 ff.

248. Wolf, E.J. *The Lutherans in America.* New York: J. Hill Publishing Co. 1889. Pp. 205.

249. Pohlman, H. *The German Colony and the Lutheran Church in Maine.* Gettysburg, Pennsylvania: J.E. Wible, Printer. 1869. A pamphlet of 80 pages, giving a complete history of the Maine settlement.

They were aided by the Legislature of Massachusetts, of which Maine was then a part.

Other settlements were established in Nova Scotia as well as in several of the other colonies. Most of the pastors serving these Lutheran colonists came from abroad, from Sweden, Holland and Germany. The institution of Gustav Hermann Francke at Halle sent Rev. Dr. H. M. Muhlenberg, who arrived in Philadelphia in 1742. (250) He was soon followed by others. Before 1800, however, only a few men were educated for the ministry of the Lutheran Church in the colonies, and these received their training in the form of private study with a pastor and then ordination by the Ministerium of Pennsylvania, organized in 1746. (251)

At the beginning of the 19th century there was still a great need for Lutheran ministers. Rev. Dr. Kunze in his pamphlet addressed to the New York Ministerium also recognized the need for facilities for the education of a native ministry: (252)

---

250. Hazelius, E.L. The American Lutheran Church. Zanesville, Ohio: Edwin C. Church Printing Co. 1846. Pp. 81.

251. Hallische Nachrichten. English Translation by J. Oswald. The Planting of the Lutheran Church in America. Philadelphia: Lutheran Publication Society. 1880. Vol. II. Pp. 68.

252. Hull, Wm. A Valuable Historical Document. Reprint from the Lutheran Church Review. July 1898.

> "Districts of hundreds of miles in Pennsylvania, full of German inhabitants and churches, are destitute of laborers. The circumstance that our church at present requires both the German and English languages increases our difficulties. How great our need is, a letter from our brother, Rev. Brown, dated 5th of July, 1799, made it already perceivable, wherein he named ten flocks without a shepherd, and Rev. Moeller, who came from Pennsylvania would, I believe, have been able to enumerate a hundred in similar circumstances in Pennsylvania, New Jersey, Maryland and Virginia."

The growth of the church far outstripped the increase of ministers. By 1835, twenty years after the organization of Hartwick Seminary, the need was still as great, although by this time a steady stream of new pastors were coming from the seminaries of the Lutheran Church. In this year the General Synod, a general Lutheran church body composed of Synods representing six states, published statistics showing that there were three times as many congregations as there were ministers: (253)

Table IV. LUTHERAN MINISTERS AND CONGREGATIONS IN THE UNITED STATES. 1835

Synod	Ministers	Licentiates	Congregations
East Pennsylvania	54	7	210
New York Ministerium	21	4	31
Ohio Synod	26	7	181
North Carolina	9	2	23
Maryland	22		45
West Pennsylvania	46		132
South Carolina	13		28
Hartwick	16		38
	207	20	6 88

---

253. *History of the Hartwick Synod.* Troy: Regal Press. 1905. Also, Minutes of the Hartwick Synod. Vol. I. 1830 - 1860. Minutes of 1836.

In other words, 207 ministers and 20 licentiates in training served three times as many congregations. More will be said of the rapid expansion of the church later in this chapter. It is sufficient to state that Lutheranism in the colonies as well as after the Revolutionary War enjoyed a remarkable growth largely through emigration. In New York State the growth of the church in membership far outstripped the supply of ministers, and in the establishment of Hartwick Seminary in 1815 there was a real effort made to supply the growing need of ordained ministers.

B. Theological Education in Hartwick Seminary.

1. Administration.

We have stated in another chapter that when Hartwick Seminary opened for instruction in the late fall of 1815, Rev. Dr. Ernest L. Hazelius was called by the New York Ministerium to become the first principal of Hartwick Seminary and also the professor of theology. (254) In other words, he was responsible for the administration of both departments. As principal of the classical school, Rev. Dr. Hazelius was responsible for the organization of the curriculum, the admission of students, the selection of capable assistant teachers, the collection of tuition

---

254. See Chapter I. Pp. 26.

fees and the entire supervision of the school plant. As professor of theology, he had the added responsibility of formulating a theological curriculum, of determining the standards of admission for theological students and the fostering of a cordial relationship between the institution and the Lutheran church at large.

This feature of a single control, that is, the administration of both schools by the same person, continued until 1844. At that time the Board of Trustees realized the need for a division of the entire responsibility, and thereafter two men were elected, one as principal of the classical school and one as professor of theology with complete responsibility over the theological department.(255)

The action of the Board of Trustees reads as follows:

> "Resolved, that the Board appoint a Principal of the Seminary to perform all the duties required of him in the Charter, and also a Professor of Theology who shall be associated with the principal in the instruction of the theological students and in performing all other duties in both departments as the Board of Trustees shall deem necessary." (256)

This arrangement did not prove to be specific enough and a few years later, when a dispute arose between the two administrative officers over the advisability of including a certain course in the theological curriculum,

---

255. Minutes of the Board of Trustees, Vol. I. 1816 - 1853. Minutes of the Meeting of August 1844.

256. Op. cit.

the Board of Trustees ruled as follows: (257)

> "Whereas the original charter of Hartwick Seminary did not contemplate the appointment of an original professor of theology, and whereas such a professor has been appointed in the institution, the members of the Board of Trustees express it as their opinion that the Rev. Dr. Miller, our Professor of Theology who has so long labored in that department, should have sole charge of the theological students, and that Rev. Sternberg, the present principal, confine himself exclusively to the classical department."

Thereafter the professor of theology had sole charge of his own department, made his own individual reports to the Board of Trustees, assumed the exclusive right to admit students and make recommendations for their placement after graduation. This division was one of convenience, however, inasmuch as there was but one Board of Trustees, one endowment, one charter and only one school plant for both departments. In 1888, after the theological department had grown considerably in enrollment, the professor of theology was called the Dean of theology. (258)

2. Admission and Supervision of Students.

The first theological students enrolled in theology immediately upon the completion of their preparatory and classical studies in Hartwick Seminary. From the beginning

---

257. Minutes of the Board of Trustees. Vol. II. 1853-1896. Minutes of a Special Meeting. January 1866.

258. Minutes of the Board of Trustees. Vol. II. 1853-1896. Minutes of the Annual Meeting. 1888.

the only entrance requirement was the ability to read Latin and Greek fluently together with a "satisfactory proficiency in English studies." After the enrollment in the theological department increased, students began to enter colleges before beginning their theological studies. It was customary for a student to finish the classical course, enroll in the junior year of a college, remain two years and then return for three years of theology in Hartwick Seminary. Students also came from other schools and enrolled in the theological department, particularly students from Germany. It was not until 1929, after Hartwick Theological Seminary was moved to Brooklyn, N.Y., that graduation from a liberal arts college or its equivalent was an entrance requirement. (259)

In brief, students in theology came from three sources: first, those who completed their classical preparation and entered immediately upon theological study; secondly, those who first attended college and then returned to Hartwick Seminary for three years of theological work, and third, those who came from other schools, notably from the gymnasia of Germany.

In 1829 the Board of Trustees requested the principal to draw up rules and regulations for the scholars of the

---

259. Minutes of the Board of Trustees. Vol. IV. 1916 - 1933. Minutes of 1929.

theological department. These were the first rules noted in the Archives of Hartwick Seminary, although no doubt the principal was guided by some definite administrative rules long before this time. The regulations contain the requirements for admission and the curriculum. (260)

"Regulations for the Students of Divinity.

At the meeting of the Board of Trustees for Hartwick Seminary, August 27th, 1829, the following regulations were adopted for the government of the theological students of said Seminary:

1) No person shall hereafter be admitted as a student of divinity and permitted to enter one of the classes into which the theological students of this Seminary shall be divided, nor enjoy free tuition unless he is a member of the Lutheran Church and can produce a certificate from the minister and elders of his church in which he has resided, of a pious disposition and a good moral character; nevertheless the provision of membership does not apply to those who are or may be hereafter pursuing preparatory studies.

2) Besides pious disposition and good moral conduct, talents for learning are also requisite; accordingly those who come recommended to the Seminary as stated above, shall be received for one or two terms on trial and if their conduct or want of capacity should render them unfit subjects for the ministry, the Principal of the Seminary shall give his testimony of such circumstances in writing to the Board of Trustees, upon which the said Board shall dismiss and disown them as students of divinity.

3) Every person who shall hereafter be admitted as a regular student of divinity in this Seminary shall be required to pay an entrance fee of six dollars, and every year one dollar in addition toward the increase of the Theological Library, while they are members of the Seminary provided they have the ability so to do.

---

260. Minutes of the Board of Trustees. Vol. I. 1816 - 1853. Minutes of 1829.

4) Every student who shall apply for admission into the regular course and receive lectures on theological subjects, shall be able to read in Latin, Virgil, Sallust, Cicero's Orations and Horace; in Greek, one of the Gospels, and Graeca Minora or Jacob's Reader, and shall also have made such proficiency in English education as shall be satisfactory to the professors of the Seminary.

5) The regular theological course shall be three years, and under that time no one shall receive from the Seminary a certificate to apply for the examination of Synod. This course shall be divided as follows:

First Year: 1. A cursory reading of the New Testament to be continued throughout the year. 2. Instruction in Hebrew. 3. Antiquities and Ancient Geography. 4. Church History.

Second Year: 1. Introduction into the writings of the Old and New Testaments. 2. Exegesis of the Scripture. 3. Church History continued. 4. Systematic Theology. 5. Composition of Sermons and Theological Essays.

Third Year: 1. Exegesis of the Scriptures. 2. Systematic Theology. 3. Pastoral Theology. 4. Composition of Sermons.

6) Every student who has with diligence attended this course and has passed a good examination to the satisfaction of the professors of this Seminary and Trustees and Synodical Committee, shall be entitled to an honorable certificate.

7) At the close of every academical year an examination of the students of Divinity shall take place, at which examination the committee of the Synod and the Board of Trustees are invited to attend.

8) Every student of Divinity who has passed the above mentioned course with credit and honor to himself, and whose religious and moral walk in life shall have been satisfactory to the Professors of the Seminary, shall receive a certificate of having passed his theological studies at Hartwick Seminary, signed by the principal and the assistant professor of the institution and also by the Secretary of the Board with the official seal of the institution affixed. If, however, a student in any class of the theological department shall not have made the required proficiencies in his class, said student shall not be promoted from his class into another, but review his studies in the class to which he belonged. The names of the three classes shall be: 1. The Junior Class; 2. The Senior Class; 3. The Licentiate Class.

> 9) It shall be lawful for the Principal of the Seminary to call on any and every student of Theology in this Seminary if he judges them capable, to assist in the instruction of the academical students for one hour each, every school day; and if any student of Theology shall have performed such duty to the satisfaction of the professors of the Seminary, honorable mention shall be made of having been so employed as an assistant teacher in the certificate to be given him at the close of his theological studies."

These regulations are interesting from several points of view. Students had to demonstrate their "talents for learning" because a "want of capacity" might render them unfit candidates for the ministry. A further requirement, already mentioned, lay in their classical preparation. Article IV made it mandatory that each applicant had to be able to read Latin and Greek fluently and also to be proficient in the English subjects.

Another curious condition was this, that each student had to be responsible for one hour of teaching in the academical department of the school. It was customary at this time to use the theological students as teachers of the elementary subjects, but occasionally the more proficient students taught secondary subjects. (261)

From the very beginning, students preparing for the ministry received their tuition gratis. The students classified as "preparandi," that is, those who were still taking academic work but with entrance in the theological department in view, were also accepted without the usual

---

261. The record of the work of the student teachers is found in the yearly reports of the principal, from 1816 - 1830.

tuition charges. Hartwick Seminary never charged students, preparing for the ministry, with tuition, and this policy has remained in force to the present day.

3. The Development of a Theological Curriculum.

Although organized as a classical academy in December, 1815, Hartwick Seminary did not begin to function as a theological seminary until the school year of 1818 - 1819. The first theological student, Henry Pohlman, entered the classical school in 1816. Two years later he finished his course, was appointed as an assistant teacher, and taught elementary classes by day, studying theology informally in his spare hours under the tutilage of Rev. Dr. Hazelius. (262) He was admitted by the New York Ministerium into the ministry in 1820. (263)

In the meantime, other students entered the classical school with the intention of studying theology. By the year 1822 there were ten students enrolled in theology, all of them receiving their first preparation in the classical department. Rev. Dr. Hazelius then set up the first formal theological curriculum which he reported to the Board of Trustees as follows: (264)

---

262. Strobel, W.D. Memorial of the Rev. H. Pohlman, D.D. Albany: Joel Munsell, Printer. 1875.

263. Minutes of the New York Ministerium. Vol. I. 1819 - 1836. Minutes of the Meeting of 1820.

264. Archives of Hartwick Seminary. Vol. VI. 1821 - 1830. Report of Rev. Hazelius. 1823.

"The curriculum of the theological department is as follows:

1) Exegetical Lectures on the New Testament, particularly the Gospel of St. John, the Epistle to the Romans and a review of Grierbach's Synopsis.

2) A course of lectures on Systematic Theology according to a compendium compiled by Storr, Flatt and Less.

3) Lessons have been given in Church History as far as the fourth century.

4) Lessons have been given in the composition of sermons and the students have themselves more or less composed such and have also had frequent exercises in debate on the different subjects of Systematic Theology.

5) Those who were not acquainted with the German language have received instruction in the same except one.

6) A number of theological students have likewise participated in the instruction of languages mentioned before, in Logic and in Moral Philosophy."

In as much as Rev. Dr. Hazelius was the only professor of theology for twelve years, and as his time was taken up largely by his responsibilities in the academical department, the theological course suffered from lack of time. Most of the theological classes were held during the evening hours and on Saturday afternoons. However, in 1827 the Board of Trustees engaged Rev. Dr. G. B. Miller as an assistant teacher, and as a result, more time could be devoted to theological education. (265) In 1829 three more courses were added to the curriculum. A comparison of

---

265. Minutes of the Board of Trustees. Vol. I. 1816 - 1853. Minutes of the Meeting of 1827.

the curricula of 1823 and 1829 follows: (266)

Theological Curriculum 1823	Theological Curriculum 1829
Old Testament Exegesis	Old Testament Exegesis
New Testament Exegesis	New Testament Exegesis
Systematic Theology	Systematic Theology
Composition of Sermons	Composition of Sermons
Church History	Church History
Moral Theology	Moral Theology
	Jewish & Christian Antiquities
	Pastoral Theology

All of these classes met once per week and were usually held evenings and on Saturday mornings. (267)

The next important change in the theological curriculum took place in 1834. Rev. Dr. G. B. Miller had been instructed to form a respectable curriculum for the academical department. (268) At the same time he reorganized the theological curriculum. Several new courses were added and the three year course now included the following: (269)(270)

---

267. *Archives of Hartwick Seminary.* Vol. VI. Report of Rev. Hazelius to the Board of Trustees. 1829.

268. See Chapter II. Pp. 59.- 60. Refs. 98 and 99.

269. *Archives of Hartwick Seminary.* Vol. VII. 1831 - 1840. Report of Rev. Miller to the Board of Trustees in 1834.

270. *Minutes of the Hartwick Synod.* Vol. I. 1830 - 1860. This curriculum is contained in the Minutes for the year 1834.

"Theological Curriculum

First Year or Junior Year.

1. Term. Church History; Hebrew; Greek Testament; Greek Introduction; Logic.

2. Term. Church History; Hebrew; Greek Testament; Archaeology; Intellectual Philosophy.

3. Term. Church History; Hebrew; Greek Testament; Archaeology; Moral Philosophy.

Second Year or Senior Year.

1. Term. Church History; Exegesis; Systematic Theology; Hebrew; Greek Testament.

2. Term. Church History; Exegesis; Systematic Theology; Hebrew; Greek Testament.

3. Term. Church History; Exegesis; Systematic Theology; Hebrew; Greek Testament.

Third Year or Licentiate Year.

1. Term. Exegesis; Moral Theology; Symbolical Books; Septuagint; History of Dogmas; Evidences of Christianity.

2. Term. Exegesis; Moral Theology; Symbolical Books; Septuagint; History of Dogmas; Evidences of Christianity.

3. Term. Exegesis; Pastoral Theology; Church Government; Church Fathers; Evidences of Christianity.

During the first year, Oratory and Theological Essays each week.

During the second and third years, Delivery of Sermons and Sermon Outlines each week."

There were several new courses introduced into this curriculum. Archaeology, symbolical books, septuagint, history of dogmas, church fathers and church government were the new courses.

This course of study continued in force for only five years. Rev. Dr. Miller resigned at the close of school in the summer of 1839 and the school was closed during building operations. (271)

When school opened in 1841 after the building operations were completed, only two theological students were enrolled and consequently only such courses were given as were needed. By 1844, however, there was a sufficient enrollment in the three years to warrant the introduction of another formal curriculum. The catalogues which were published from 1844 - 1860 contain exactly the same announcements, and the reports of the professor of theology indicate that during these years the curriculum was static.

> "Theological Department.
>
> The course of instruction in this department is essentially the same as in similar institutions, embracing Greek and Hebrew Philology, Exegesis, Evidences of Christianity, Ecclesiastical History, Jewish and Christian Antiquities, Systematic Theology, Pastoral Theology, and Composition of Sermons." (272)

In other words, during these years nothing new was given and in fact several courses were dropped from the curriculum.

In 1860 the curriculum was reorganized again, and this

---

271. Minutes of the Board of Trustees. Vol. I. 1816 - 1853. Minutes of the Meeting of 1839.

272. Catalogues of Hartwick Seminary. Vol. I. 1827 - 1880. Catalogues of 1844 and 1859. These two catalogues and those published in between have this same announcement.

time according to the four main divisions of theological education: (273)

"Theological Department

First Year

Theological - Mental and Moral Philosophy; Natural Theology; Evidences of Christianity; Inspiration and Canon of the Scriptures.

Historical - Church History; Sacred History.

Exegetical - Hebrew; Greek Exegesis; Hermeneutics.

Second Year

Theological - Augsburg Confession and Symbolical Books; Systematic Theology; Interpretation of the Scriptures.

Historical - Jewish Antiquities.

Exegetical - Hebrew Exegesis; Greek Exegesis; Lectures on the Analysis of the Scriptures.

Homiletical - Lectures on the Composition and Delivery of Sermons.

Third Year

Theological - Doctrinal Theology completed.

Exegetical - Hebrew Exegesis; Greek Exegesis; Septuagint.

Homiletical - Composition and Delivery of Sermons; Pastoral Theology."

This curriculum continued without interruption, although with some additions and subtractions, to the present time. The four main divisions of theological education, namely, doctrinal theology, exegetical theology, historical theology and practical theology, continued to be offered, with additional courses introduced in each division.

---

273. Catalogues of Hartwick Seminary. Vol. I. 1827 - 1880. Catalogue of 1860.

The curriculum of 1860 remained unchanged until 1872, when three additions were made: archaeology, catechetics and history of doctrine. (274) In 1881 a course in liturgics was introduced. Two years later another course in church polity was added to the curriculum in practical theology, (275) and in 1885 the "Philosophy of the Plan of Salvation" was given for the first time. (276)

In 1892 there were several more additions to the theological curriculum. In the field of doctrinal or systematic theology four courses, namely apologetics, ethics, patristics and a course entitled "Theological Encyclopaedie" were added, and in the field of practical theology a course in the history of preaching as well as a course in church polity were introduced. (277)

In order that the reader may see at a glance the changes that took place in the theological curriculum in the subsequent years, the curriculum of 1892 is compared with that of 1927. The year 1927 is chosen because that was the last catalogue published containing the theological

---

274. Catalogues of Hartwick Seminary. Vol. I. 1827 - 1880.

275. Catalogues of Hartwick Seminary. Vol. II. 1881 - 1915.

276. Op. cit.

277. Catalogues of Hartwick Seminary. Vol. II. 1881 - 1915.
Catalogue of 1892.

curriculum, before the theological department was relocated in Brooklyn, N.Y. (278)(279)

Curriculum of 1892	Curriculum of 1927
Systematic Theology	
Apologetics	Apologetics
Ethics	Ethics
Natural Theology	Symbolics
Theological Encyclopaedie	Theological Propaedeutic
Dogmatics	Elementary Dogmatics
Book of Concord	Advanced Dogmatics
Patristics	Old Testament Introduction
	New Testament Introduction
	Old Testament Theology
	New Testament Theology
	Philosophy of Religion
	Lutheran Confessions
Exegetical Theology	
Elements of Hebrew	Hebrew
New Testament Exegesis	New Testament Exegesis
Archaeology	Archaeology
Old Testament Exegesis	Old Testament Exegesis
Hermaneutics	Hermaneutics
Biblical Criticism	
Historical Theology	
Church History	Church History
Sacred History	History of the Lutheran Church
History of Doctrine	History of Religion
*Symbolics	History of Doctrine
Practical Theology	
Catechetics	Catechetics
Pulpit Elocution	Liturgics
History of Preaching	Elementary Homiletics
Liturgics	Advanced Homiletics
Homiletics	Pastoral Theology

---

278. Op. cit.

279. Catalogues of Hartwick Seminary. Vol. III. 1916 - 1933. Catalogue of 1927.

* In the curriculum of 1892, symbolics was listed as a course in Historical Theology, but in 1927 as a course in systematic theology.

Curriculum of 1892 (Cont'd.)

Methods of Church Work
Pastoral Theology
Church Polity

Curriculum of 1927 (Cont'd.)

English Bible
Religious Pedagogy
Home Missions
Foreign Missions
Inner Missions
Psychology of Religion

This comparison of the curricula of 1892 and 1927 makes it clear that in historical and in exegetical theology the courses were about the same in number. During these thirty-five years, however, the departments of systematic and practical theology had increased by five and three courses respectively.

By the year 1892 four of the theological courses which had been given in Hartwick Seminary for many years were dropped. These courses were: mental and moral philosophy, evidences of Christianity, Jewish and Christian antiquities and natural theology.

In the following table the number of courses given at definite times are arranged according to the four fields of theological education. The table does not take into account the length of time devoted to each course. Some of these courses, such as homiletics and systematic theology, were given for a length of time of from one to two years. Other courses, such as liturgics and pastoral theology, were occasionally completed in one term.

Table V. Number of Courses Given in the Four Fields of Theology

	1823	1834	1860	1892	1927
Systematic Theology	2	5	7	7	12
Exegetical Theology	2	4	5	6	5
Historical Theology	1	2	3	4	4
Practical Theology	1	4	3	8	11
Total No. Courses	6	15	18	25	32

C. The Contribution of Hartwick Seminary to the Lutheran Church in New York.

In order to appreciate more fully the contribution of Hartwick Seminary to the Lutheran Church in the State of New York, it is necessary to acquaint the reader briefly with the synodical development of the church. (280)

The first Lutheran Synod in the State of New York, then of course a Province, was composed of pastors serving the Palatine Germans and their congregations in the Hudson Valley. Founded in 1732 by Rev. Dr. W. Berkenmeyer, it disappeared entirely before 1789, and as it in no way

---

280. Jacobs, H.E. and Haas, J.A.W. The Lutheran Cyclopedia. New York: Charles Scribner's Sons. 1899. Definition: "Synods are associations of congregations uniting for the confession of their fellowship in faith and co-operation in the various activities of the church." Pp. 478.

affected the history of Hartwick Seminary, its contribution need not be made a matter of discussion in these pages.(281)

The New York Ministerium was organized by Rev. Dr. J.C. Kunze in 1786. (282) It was patterned after the Ministerium of Pennsylvania which had been organized by Rev. Dr. H.M. Muhlenberg in 1746.(283) This synod, the New York Ministerium, included in its territory all of New York, New Jersey and New England. In 1829 there were 27 ordained ministers, 3 licentiates and 44 congregations enrolled as members. Until 1830 it was the only Lutheran Synod interested in the development of Hartwick Seminary and receiving theological graduates into its organization.

In 1830 the ministers living west of the Hudson River and in the Mohawk Valley between Albany and Utica broke away from the New York Ministerium to form the Hartwick Synod. In the organization meeting there were ten ministers and delegates from twelve churches. (284) The major reason for the organization of the new synod was the fact that

---

281. The original constitution of the so-called Berkenmeyer Synod is in the Archives of Ulster County, N.Y.

282. Nicum, John. Geschichte des New York Ministeriums. Reading, Pennsylvania: T. Bischan Co. 1888. Chapter I, II.

283. Mann, W.J. Life and Times of H.M.Muhlenberg. Philadelphia: C.W.Fredericks Co. 1887. Pp. 208 ff.

284. Minutes of the Hartwick Synod. Bound Volumes. Vol. I. 1830 - 1860. The organization and doctrinal position is stated in the Minutes of 1830.

these men felt the need of a separate body in order to further the work of home missions in western New York and in the St. Lawrence River Valley of Canada. (285) Six graduates of Hartwick Seminary were among the charter members of this new organization.

Seven years later there was still another division, and the organizers of the new Frankean Synod, as it was called, were all Hartwick Seminary men. The major points at issue, because of which the Frankean Synod was organized, related to slavery, temperance and revivalism. The new synod entered strongly into the revivalistic movement general at the time, and frowned upon by the other synods. In addition, an "Anti-Slavery Society" was organized and temperance also became a major factor. (286)

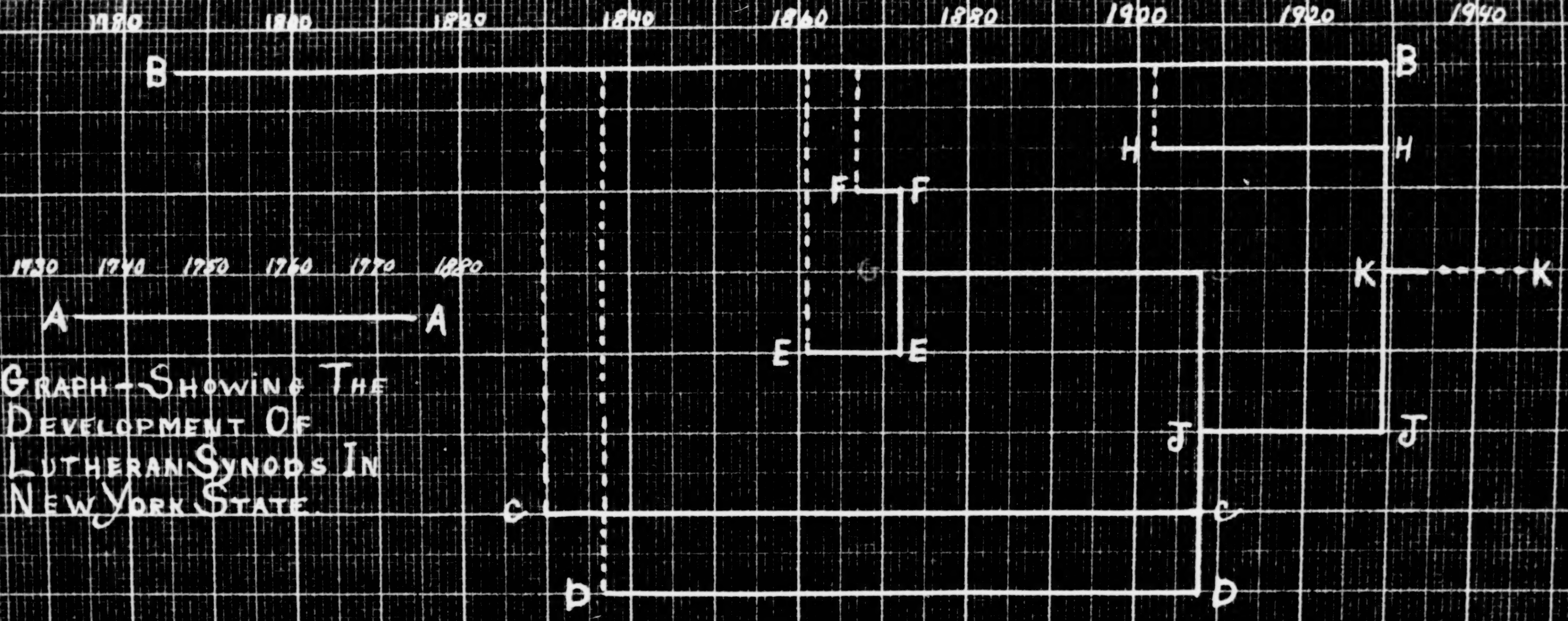
All three of these synods supported Hartwick Seminary and each appointed a visiting committee, and every year the principal of the institution visited these synods and gave an oral report on the condition of the school.

In later years other divisions followed, as the graph on the following page illustrates. Suffice to say, that during its entire history until the present the graduates of Hartwick Seminary were received by all of the synods operating on the territory of New York, New Jersey, and New England.

---

285. Op. cit.

286. Minutes of the Frankean Synod, Bound Volumes. Vol. I. 1837 - 1857. The reasons for the organization and its doctrinal position are stated in the minutes of 1837.



GRAPH—SHOWING THE
DEVELOPMENT OF
LUTHERAN SYNODS IN
NEW YORK STATE.

A. THE BERKENMEYER SYNOD--- 734-1774
B. THE NEW YORK MINISTERIUM--- 1786-1929
C. THE HARTWIG SYNOD---- 1830-1908
D. THE FRANKEAN SYNOD---- 1837-1908
E. THE NEW JERSEY SYNOD---- 1861-1872
F. THE NEW YORK SYNOD---- 1867-1872

G. THE NEW YORK AND NEW JERSEY SYNOD
A MERGER OF E. AND F.--- 1872-1908
H. THE NEW YORK AND NEW ENGLAND SYNOD--- 1902-1929
J. THE NEW YORK SYNOD-
A MERGER OF C., D AND G--- 1908-1929
K. THE UNITED LUTHERAN SYNOD OF NEW YORK
A MERGER OF B, H, AND J--- 1929—

EUGENE DIETZGEN CO., CHICAGO-NEW YORK NO. 346 BX

NEW YORK UNIVERSITY
SCHOOL OF EDUCATION
LIBRARY

As early as 1822 the theological students and graduates of Hartwick Seminary were engaged in the missionary expansion of the Lutheran Church in New York, New Jersey, New England and Canada. Rev. Dr. E. L. Hazelius, principal of Hartwick Seminary from 1815 - 1830, was a member of the New York Ministerium, and was appointed the chairman of the committee on home missions. (287) He usually employed the vacation month of September in making missionary journeys with his students to localities where there were Lutheran settlements but no established churches. One extract from his reports to the New York Ministerium will suffice to illustrate the contribution of Hartwick Seminary as a factor in the missionary expansion of the Lutheran Church. (288)

> "Report of 1823
>
> In conformity with a Synodical Resolution approving of his intention, Rev. Hazelius commenced a missionary tour to the West in company with Mr. Francis Gunther, a student of divinity at Hartwick Seminary. They left on the 6th of September with the intention of visiting the vacant congregations in the western counties.
>
> Sunday, September 8th, Mr. H. preached in the church at Danube, Herkimer County, and Mr. G. preached in German in the same place. Mr. H. officiated at Snells Bush in both languages......
>
> In Frankfort and Schuyler they found the members of the old Lutheran congregation scattered.....and information was left with some of the people concerning the readiness of Synod to assist them should they desire to be supplied with a pastor.

---

287. Minutes of the New York Ministerium., Vol. I. 1819 - 1836. Minutes of 1820. (Although founded in 1786, the earliest minutes found were those of 1819.)

288. Op. cit. Minutes of 1823.

In Lenox and Sullivan, Madison County, the missionaries found considerable numbers of our denomination who had joined different sects because they supposed it would be impossible ever to be supplied with Lutheran ministers.

The German settlements on Oneida Lake were then visited, and the opinion is expressed..... that a missionary might usefully be employed both among the German and English Lutherans west of Utica, Oneida County, as far as Manlius, Onondaga County.

Thursday, September 12th, the missionaries arrived at Cayuga Bridge......and on the following Lord's Day the missionaries preached at different places in that district.

On Monday, the missionaries went as far as Geneva, Ontario County, and then proceeded along the eastern shore of Seneca Lake to Tompkins County. Mr. H. preached in several places. Soon after the missionaries returned through the counties of Cortland and Chenango to Hartwick."

In following summers Rev. Dr. Hazelius went as far west as Rochester and Oswego and as far north as the St. Lawrence Valley in Canada. He was always accompanied by students and although it is impossible to state how many new churches were established, it can be said that Rev. Dr. Hazelius became acquainted with this large home mission field and he located many of his students in these new Lutheran settlements. (289)

From 1820 - 1830 seventeen young men graduated from the theological department of Hartwick Seminary and were

---

289. Minutes of the New York Ministerium. Vol. I. 1819 - 1836. The Minutes of the meetings held from 1823 - 1830 contain the missionary journeys of Rev. Hazelius and his students.

received into the ministry by the New York Ministerium. They were located as follows: (290)

Year of Admission	Name of Student	Location
1820	Henry Pohlman	Saddle River, N.J.
1823	Francis Gunther	Missionary in Canada
	Adam Crownse	Sharon, Schoharie Co., N.Y.
1824	Peter Goertner	Missionary in Canada
	Charles Wessles	New York City, N.Y.
	Perry Cole	Missionary in Otsego Co., N.Y.
	Jacob Senderling	Cicero, N.Y.
1825	Jacob Berger	Missionary in Columbia Co., N.Y.
	Philip Wieting	Churches in Jefferson Co., N.Y.
1826	John D. Lawyer	Stone Arabia, N.Y.
	Herman Hayunga	Williamsburg, Canada
1827	Thomas Lape	Johnstown, Montgomery Co., N.Y.
	Christian Thummel	Missionary in Herkimer Co., N.Y.
1829	John Eisenlord	Minden, N.Y.
	William Strobel	New York City, N.Y.
1830	Thomas Kilmer	Missionary in Canada
	Charles A. Smith	Missionary in Montgomery Co., N.Y.

Twenty more young men entered the ministry of the Lutheran Church from 1830 - 1839, having been recommended by the principal of Hartwick Seminary and examined by the committees appointed by the three respective synods. (291) In addition, Rev. Miller stated in several of his reports that other students, upon graduation from the theological

---

290. Minutes of the New York Ministerium. Vol. I. 1819 - 1836. The only record of the work of these students is found in the Minutes of the Ministerium of New York.

291. Archives of Hartwick Seminary. Vol. VII. 1831 - 1840. Annual Reports of Rev. Miller to the Board of Trustees.

department, entered the ministry of the Presbyterian, Methodist and Baptist churches. (292) As the school did not keep a record of the work of its graduates, the number of such students entering the ministry of other denominations cannot be stated definitely.

It became the practice of the Frankean and Hartwick Synods to admit the graduates of Hartwick Seminary as "Licentiates." (293) During the licentiate or trial period, the student was entrusted with the pastorate of a small church or of a mission field, and after he proved himself as sincere and capable,he was admitted into full membership. In this manner many new mission fields were developed and new congregations organized by the graduates of Hartwick Seminary.

Of course, in addition to the missionary expansion of the church, the greatest contribution of Hartwick Seminary to the Lutheran Church in New York was to educate a steady stream of ministers, which made possible the growth of the church in membership as well as in the organization of many new churches. The following table gives the number of graduates who entered the Lutheran ministry by decades: (294)

---

292. Op. cit. (Rev. Miller mentioned the names of these students only incidentally, and no specific number of theological graduates entering other synods or denominations can be given.)

293. Minutes of the Frankean Synod. Vol. I. 1837 - 1857.
Minutes of the Hartwick Synod. Vol. I. 1830 - 1860.

294. The names of theological students listed in the catalogues were compared with the enrollment and admission of ministers by synods in New York. Only such graduates are listed whose names are found in both sources.

Table VI. Lutheran Ministers Educated in Hartwick Seminary. By Decades.

Decades	Ministers
1820 - 1830	17
1831 - 1840	20
1841 - 1850	29
1851 - 1860	20
1861 - 1870	24
1871 - 1880	14
1881 - 1890	26
1891 - 1900	33
1901 - 1910	25
1911 - 1920	26
1921 - 1930	24
1931 - 1933	14
Total	272

In addition to this number, quite a number of young men were educated in whole or in part for the ministry of other denominations, and it is conservative to estimate that from 1820 - 1933, more than 300 ministers received their theological training at Hartwick Seminary.

D. Hartwick Theological Seminary Today.

In the fall of 1929 the theological department was relocated in the parish house of St. Luke's Lutheran Church, Washington Avenue, Brooklyn, N.Y. The Synod of New York approved the action and promised to grant the school support. (295) It was the expectation of the Board of Trustees that there would be more educational advantages for students seeking practical experience in the metropolitan area of greater New York City. They also believed that the institution would be enabled to make a greater contribution to the growth of the Lutheran Church in its greatest home mission field, the suburban area of New York City, and also that by virtue of its extension work, particularly in the field of religious education, Hartwick Seminary would aid materially in the creation of greater church efficiency. (296)

The Board of Trustees has been more than justified in their action by the results which have followed the relocation of the Seminary. The enrollment has increased. More than 250 extension students were enrolled in seven metropolitan centers during the school year 1932 - 1933.

---

295. Minutes of the Synod of New York. Minutes of the meeting of 1929.

296. Minutes of the Board of Trustees. Vol. V. 1929 - Minutes of the Meeting of 1929.

The faculty has been increased and the institution has enlarged its circle of friends and supporters. (297)

Located in the largest city of the United States, surrounded by many educational opportunities, Hartwick Seminary hopes to become the post graduate theological seminary of the Lutheran Church in America. Leading men from different Lutheran church bodies in the United States have been sponsoring the movement, and in June, 1932, the Board of Trustees was increased to twenty-five members by the election of representatives from the United Lutheran Church, the Missouri Lutheran Church, the Augustana Synod, the Norwegian Lutheran Synod, the two Danish Lutheran church bodies and the American Finnish Lutheran Synod. (298)

There is a determined effort being made at present in the United Lutheran Church to consolidate its many theological seminaries. It has been proposed that there be but four seminaries for the education of ministers, one in the east, one in the south, one in the middle west and one in the far west. This proposal has found many friends. (299) It is held that in the consolidation of all theological seminaries,

---

297. Catalogues of Hartwick Seminary. Catalogue of 1933.

298. Minutes of the Board of Trustees. Vol. V. 1929 - Minutes of the Meeting of 1932.

299. Minutes of the United Lutheran Church. Report of the Committee on Merging of Seminaries. Minutes of 1932 and 1933.

overlapping work will cease, and that with undivided support and with better facilities, these merged institutions will be able to contribute toward a better qualified ministry.

On the other hand, these seminaries have their histories, their traditions and their benefactors. They have made sacrifices to become what they are. They have individually and collectively weathered storms of indifference and of persecution. They represent the individual efforts of pioneers in Lutheran education. Whether Hartwick Theological Seminary will reach new heights of service, or whether it will be merged with other institutions and so lose its identity, is a question which of course only time can answer.

CONCLUSIONS

1. During the eighteenth century successive waves of Lutheran immigration from Europe created a very definite need for Lutheran pastors, a need which the mother church in Europe met only in part.

2. At first the entire responsibility of administration in both the academic and theological departments of Hartwick Seminary was vested in one person. After 1844 one man was appointed to be in sole charge of theological education and he reported directly to the Board of Trustees.

3. Students matriculated in theology upon the following preliminaries:

   a) Previous education:

   The completion of classical education in Hartwick Seminary; the completion of classical education plus two or more years in college, and upon graduation from a German gymnasium.

   b) Formal requirements for admission:

   A good preparation in the English subjects; a fluent command of Latin and Greek and the reputation of a good moral character and purpose.

4. The theological curriculum, first organized in 1822 by Rev. Dr. E. L. Hazelius, enjoyed a steady growth, although it did not undergo the amount of experimentation which took place in the academical curriculum.

   a) Before the year 1860 the theological curriculum was largely static, except during the five years from 1834 - 1839, during which a three year standardized curriculum was introduced.

   b) After the year 1860 the curriculum was divided into the four general fields of systematic, exegetical, historical and practical theology.

   c) The courses in systematic and practical theology enjoyed the greatest growth in numbers of courses.

5. One of the greatest contributions of Hartwick Seminary was its interest in the work of home missions.

a) During the years of Rev. Dr. Hazelius and Rev. Dr. G. B. Miller, many missionary journeys were made to unchurched districts in central and western New York and the St. Lawrence River Valley in Canada.

b) The work of home missions was further augmented by the prevailing practice of admitting theological graduates as licentiates, and encouraging them to begin their active ministry in serving a mission church or in developing a new mission field.

6. From 1820 - 1933, 272 graduates from Hartwick Seminary entered the ministry of the Lutheran Church. In addition, quite a number of graduates entered the ministry of other denominations. A number of students also took a part of their training in Hartwick Seminary and finished their formal theological education in other schools. It is conservative to state that more than 300 ministers were educated free of charge in Hartwick Seminary.

7. The graduates of Hartwick Seminary were received by all Lutheran Synods.

8. In 1929 Hartwick Seminary was re-located in Brooklyn, N.Y. It experienced an immediate growth in the enrollment of students, in an increased faculty and in a larger program of extension work.

9. In 1932 the Board of Trustees of Hartwick Seminary made plans for organizing Hartwick Seminary as the post graduate theological seminary of the United Lutheran Church in America. A move in this direction was taken when representative men of other and unaffiliated church bodies were chosen to the Board of Trustees.

10. There is, however, a definite sentiment in the United Lutheran Church in favor of merging all existent seminaries into four, each geographically located as to meet the needs of the entire church. Because of this sentiment, it is impossible to predict the final outcome of Hartwick Seminary as the oldest Lutheran Theological Seminary in America.

Conclusion

Many things have been left unsaid in the pages of this thesis. Many alumni have not been mentioned, who in winning places for themselves in life, have won distinction for their Alma Mater. In the church, in the law courts, at the bar, in medicine, in the army and navy, in public and in private life, Hartwick men and women have played a worthy and loyal part.

Nor has anything been said about the achievements of Hartwick teams in competitive sports or of the traditions that have arisen from her playing fields. Many an amusing prank of student life must remain untold in these pages. Hartwick Seminary glories in her past, in her traditions, in her colonial ancestry and in the victorious struggles of time and circumstance which so often threatened to spell the doom of the institution. But Hartwick Seminary also looks eagerly forward toward new achievements and victories.

There are three Hartwick schools, an Academy, a College and a Theological Seminary. But there is only one Hartwick Movement. It is a movement which is motivated by the same purpose today as that which motivated the founding of the school one hundred and thirty-seven years ago, namely,

the purpose of serving the Master of Men in and through the Christian education of young men and young women. This Hartwick Movement was born out of missionary zeal. It reaches back into colonial times. It has been dominated by an evangelical purpose, a purpose which, as has been said, has as its ultimate aim the service to the Church of Christ.

In his last will and testament, the Rev. Mr. Hartwick wrote with his own hand this dedication:

> "Know ye therefore, all to whom these presents may come or who may be concerned therein, that I have appointed and by these presents do appoint, for my heirs, Jesus Christ, the Son of God and the Son of Man."

To that dedication, Hartwick Seminary has always been true.

CONCLUSIONS

1. Hartwick Seminary was erected by the provisions of the will of Rev. Mr. J. C. Hartwick, 1714 - 1796. As a missionary to scattered Lutheran congregations along the Atlantic seaboard, he became acquainted with the greatest need of the colonial church, a native ministry. As a missionary to the Mohawk Indians, he was enabled to purchase a large tract of land from the native proprietors which formed the nucleus of his modest fortune. His plans to colonize his patent met with failure due to constant border warfare, and in his last will and testament he left the completion of his plans to his executors.

2. The executors of the Hartwick Estate, dissatisfied with the proposed location of the school on the Hartwick Patent, provided for elementary, secondary and theological education in three widely scattered localities. Although the income of the estate was used in full, only meager results followed, and but five ministers were trained for service in the Lutheran Church during the first eighteen years after the death of the founder.

3. Finally Dr. J. C. Knauff, to whom the management of the estate had been willed by the last surviving executor, caused the school to be built on its present location. In 1815 the school and the estate were turned over to the New York Ministerium, which body in turn elected the first trustees and the first principal, Rev. Dr. E. L. Hazelius.

4. School was formally opened on the 5th of December, 1815. The following year the Hartwick Seminary was incorporated by the Legislature of the State of New York and a charter was granted by the Regents of the University, to operate Hartwick Seminary as a two-fold school, namely as an academy and as a theological seminary under one administration. Hartwick Seminary was the first theological seminary and the thirty-seventh academy to be chartered by the State.

5. The first curriculum of the academic department of Hartwick Seminary was formulated upon influence from four sources:

   - a) The demands of individual students who enrolled with the intention of taking specific subjects.
   - b) The previous experience of the principal.
   - c) The requirements for support from the State.
   - d) The classical emphasis which survived from academic education in the previous century.

6. New subject matter, added to the curriculum in subsequent years, came from five sources:

   - a) Experimentation with new curriculum materials.
   - b) A trend of the college curriculum downward.
   - c) New subject matter, required by the State as specific requirements either for support or as a preparation for teaching.
   - d) Subjects introduced by the demands of a life work.
   - e) New subjects, which were added by a process of synthesis in related courses.

7. The academic curriculum of Hartwick Seminary before 1850 was built with certain, definite student needs in mind:

   - a) The elementary curriculum served for some students as a finishing course, and after 1834 as a preparatory course for entrance into secondary studies.
   - b) The higher English courses were taken by many students who contemplated a completion of their formal education.
   - c) A third curriculum was formed by combining the higher English branches with the classics and modern languages. Upon completion of this three year course, the student was qualified to enter the junior year of college.

8. In this respect at least, that Hartwick Seminary duplicated the first two years of college work with the stated purpose of preparing students for entrance into the junior year of college with a saving of time and at the same time operated as a finishing school for those who concluded their formal education, Hartwick Seminary was a junior college as early as 1834, and continued as such until about 1860.

9. In 1852 a fourth curriculum was introduced, composed of elementary subjects, several higher English subjects and a course in pedagogy for those who prepared for teaching in the common schools.

10. The first period, 1815 - 1833, can be characterized as the preparatory period, during which secondary courses gradually superseded the elementary courses. The period from 1834 - 1850 can be characterized as the classical period, the period during which the curriculum was predominently classical in contents. In the next period, 1850 - 1870, there was a great increase in English courses, particularly in the field of science, and a corresponding de-emphasis of the classics. During the following period, 1871 - 1890, the curriculum reached its highest development. Courses in English literature and in social science were added to courses already being given in science, mathematics, the classics and modern languages to form the nucleus of the modern high school curriculum.

11. During the period from 1880 - 1890 the Regents' Examinations were introduced, although the school still exercised its privilege in offering courses for which no Regents' Examinations were given. Six distinct courses were offered during this period:

    a) The PREPARATORY COURSE included the six elementary subjects. Promotion into the next course was by Regents' Examinations.
    b) The ACADEMIC COURSE of three years was designed as a finishing course and included English, mathematics, science and history. The Regents' Examinations were given.
    c) The CLASSICAL COURSE was a four year course, including all of the subjects given in the Academic Course plus the classics and modern languages, and was offered to students who did not wish to take Regents' Examinations in preparation for college entrance. It was a school course, rather than a Regents' course and included subjects for which no Regents' Examinations were given.
    d) The COLLEGE ENTRANCE COURSE provided advanced work in the classics, mathematics and history with Regents' Examinations for those who were preparing for entrance into New York colleges.
    e) The FRESHMAN YEAR of college work was offered for the first time in 1888 and continued until Hartwick College was established in 1928.
    f) The THEOLOGICAL COURSE of three years was taken only by such students who matriculated in the theological department.

12. In 1890 the schedule of revised Regents' studies was adopted in full and thereafter only such subjects were offered for which Regents' Examinations were given.

13. The contribution of the academy system in general, and of Hartwick Seminary in particular, in preparing the way for the modern high school curriculum, can be noted by showing that the revised list of Regents' studies was not a new list, and most of the courses were offered in Hartwick Seminary many years previous to 1890.

    a) Of the six courses listed in mathematics by the Regents in 1890, for which examinations were provided, Hartwick Seminary offered four before 1833, five before 1850 and all six before 1870.
    b) In German and French, Hartwick Seminary offered comprehensive courses before 1833.
    c) Of the eight Latin courses, listed by the Regents in 1890, seven were given before 1833 and the eighth, a course in Ovid, was added only when the Regents' Examinations were introduced.
    d) Of the four Greek courses listed by the Regents in 1890, all were given in Hartwick Seminary before 1833.
    e) Of the ten courses in science, two were given in Hartwick Seminary before 1833, five before 1850 and eight before 1880.
    f) Of the six courses listed in the revised Regents' studies of 1890 in the field of English, one course was given in Hartwick Seminary before 1833, two more were added between 1870 - 1880, but only three were given before the introduction of the Regents' studies in full.
    g) Of the six subjects listed as "Other Subjects," one was given by Hartwick Seminary before 1833, three before 1870 and four before 1880.
    h) All of the preparatory subjects were given in Hartwick Seminary before 1833.

14. The curriculum of Hartwick Seminary, particularly in the fields of Latin and Greek, mathematics, social science and science, included many courses which were eliminated when the Regents' Examinations were adopted. Forty-two subjects were added to the curriculum and dropped again between the years 1816 - 1880. This experimentation with curriculum materials was one of the important characteristics of the academy system.

15. Before 1870 the general aim of education in all of the academies, including Hartwick Seminary, was to give a liberal secondary education to all who attended, and preparation for college entrance was a minor aim from the point of view of numbers. After the rise of the high school system, the academies were forced to redefine the aim of academic education in terms of college entrance. This aim was realized in Hartwick Seminary by the following steps:

    a) Diplomas were granted as an inducement to complete the course in full instead of the part time attendance prevalent before 1870.
    b) The freshman year of college work was given and it was planned to add the remaining years as funds for this work increased.
    c) The Regents' Examinations were introduced.

16. Support was granted to Hartwick Seminary from the Literature Funds of the State of New York on the basis of enrollment in the classics, from 1816 - 1827, and thereafter until 1893, on the basis of students enrolled in both the classics and in the higher English branches.

17. One of the major contributions of the academy system in general and of Hartwick Seminary in particular was provision for co-education. From 1851 - 1931 the attendance of girls made up about one-third of the enrollment.

18. The theological department of Hartwick Seminary began to function in 1820 and at once began to fill a very great need which existed during the 18th and during the first half of the 19th century, a need for trained men to serve the growing number of Lutheran churches.

19. Students matriculating in theology were required to read Greek and Latin fluently, to have completed a good education in English subjects, and to have the reputation of a good moral character. Graduation from a liberal arts college or its equivalent did not become an entrance requirement until 1930.

20. The curriculum of the theological department enjoyed a steady growth, although the experimentation which took place in the expansion of the academic curriculum was absent.

    a) During the first half of the 19th century, the emphasis in the curriculum was placed upon exegetical theology. This somewhat closely parallels the emphasis on the classics in the academic department.
    b) During the latter half of the century, the emphasis began to be placed on practical theology with the addition of many new courses in methods of church work and religious education.

21. As a theological seminary, Hartwick Seminary made a distinct contribution through its interest in the development of home missions. During the first half of the century many students went into mission churches and into new mission fields in central, western New York and Canada.

22. From 1820 - 1933, 272 ministers were educated for service in the Lutheran Church and were given their education gratuitously. In addition, an indefinite number of men prepared in Hartwick Seminary for the ministry in other denominations. It is a conservative estimate that more than 300 young men were trained for the ministry in Hartwick Seminary.

23. From 1828 - 1829, the three departments in Hartwick Seminary, academic, collegiate and theological, were organized as separate schools.

    a) The theological department was relocated in Brooklyn, N.Y., under the terms of the original charter, amended to permit its removal.
    b) The collegiate department was organized in Oneonta, N.Y., as Hartwick College and was given a charter by the Regents of the University.
    c) The academic department was reorganized with a new Board of Trustees and was given a provisional charter by the Regents in 1929 under which it still operates.

24. The changes which were made in the organization of three separate schools resulted briefly as follows:

    a) Hartwick College with an enrollment of more than 500, is far better equipped to give a liberal arts education than was the college department as it functioned in Hartwick Seminary.
    b) The Theological Seminary, with an increased student body and an increased faculty, is better equipped to serve a greater constituency in the metropolitan area of greater New York.
    c) Hartwick Academy, however, has lost much of its influence, as it ceased to be a supporting institution for the theological seminary. With the withdrawal of all graduate work, Hartwick Academy, organized as a new school in 1929, has failed to justify the hopes of those who planned its separate existence.

25. It is impossible to predict the outcome of the Hartwick Theological Seminary, because of two conflicting trends of thought:

    a) There is a decided movement on foot and in favor with many, to consolidate all Lutheran Seminaries of the United Lutheran Church in America into four schools, each so geographically located as to serve a large portion of the church.
    b) Partly to combat this movement and partly to increase its own field of influence, Hartwick Theological Seminary has increased its Board of Trustees by the election of representative men from other general Lutheran bodies not affiliated with the United Lutheran Church, with the ultimate hope in view that this institution, surrounded by so many metropolitan educational opportunities, will become the post graduate theological seminary of the Lutheran Church in America.

BIBLIOGRAPHY

SOURCE MATERIAL

1. Archives of Hartwick Seminary. Ten Volumes Containing the Correspondence of Rev. Mr. J.C.Hartwick, the Correspondence of the Executors of His Estate, and the Records of Hartwick Seminary, from 1732 - 1878.

2. License to Purchase Land from the Indians, 1752.

3. The Deed for the Hartwick Patent, given by the Mohawk Indians to Rev. Mr. J.C.Hartwick, 1753.

4. Last Will and Testament of Rev. Mr. Hartwick, 1796.

5. The Livingstone Correspondence, 1796.

6. Deeds and Transfers of Property, 1791 - 1816.

7. All Papers Relating to the Building of Hartwick Seminary, including Bills, Receipts and Correspondence, 1812 - 1816.

8. The Charter of Hartwick Seminary. Granted by the Regents of the University of the State of New York, 1816.

9. The Transfer of Property from Dr. Knauff to the Board of Trustees of Hartwick Seminary, 1816.

10. Hazelius, E.L. The School Journal. A Diary of Daily Observations from 1815 - 1817. It also includes the Bookkeeping Accounts of the Principal from 1815 - 1830.

11. Rules and Regulations for the Scholars of Hartwick Seminary. Printed for the School, 1826.

12. Addresses and Lectures. A Bound Volume Containing Three Addresses to the Alumni Society. Albany: Joel Munsell, Printer. 1850.

13. *Catalogues of Hartwick Seminary.*
Vol. I. 1827, 1834, 1844 - 1880
Vol. II. 1881 - 1915
Vol. III. 1916 - 1933

14. *Documentary History of New York.* Albany: Weed, Parsons & Co. 1819. 4 Vol.

15. *Documentary History of New York.* Albany: C. Morgan, Editor. C. Van Benthuysen Co. 1851. 4 Vol.

16. *Hartwick Seminary Memorial Volume.* Memorial of the Semi-Centennial of the Granting of the Charter. Various Authors. Albany: Joel Munsell, Printer. 1867.

17. *Hartwick Seminary Monthly.* The School Paper Devoted to the Interests of Hartwick Seminary. Published Monthly from 1880 - 1932.

18. Hull, Rev. W. *A Valuable Historical Document.* Reprint from the Lutheran Church Review. July, 1898. This is a Reprint from a Pamphlet, Published by J. and T. Swords Co., Pearl St., New York City, N.Y., 1805, and Written by Rev. Dr. J. C. Kunze to the Members of the New York Ministerium. The Original Pamphlet is Preserved in the Henry Pohlman Collection of Pamphlets. New York State Library.

19. Hull, Rev. W. *Historical Sketch of Hartwick Seminary.* Hudson: A Pamphlet of 12 Pages. Printed for the School. 1890.

20. *Laws of the State of New York.* Passed at the Thirty-Ninth Session of Legislature. Albany: J. Buel, Printer. 1816.

21. *Minutes of the Board of Trustees.*
Volume I. 1816 - 1852
II. 1853 - 1896
III. 1897 - 1915
IV. 1916 - 1928
V. 1929 -

22. *Minutes of the New York Ministerium.*
Volume I. 1819 - 1836
II. 1837 - 1866
III. 1867 - 1896
IV. 1897 - 1929

23. *Minutes of the Hartwick Synod.*
Volume I. 1830 - 1860
II. 1861 - 1887
III. 1888 - 1908

24. *Minutes of the Frankean Synod.*
Volume I. 1837 - 1857
II. 1858 - 1889
III. 1890 - 1908

25. *Philophroneon Society.*
Minute Books, 1822 - 1933.
Roll Call and Constitution, 1816 - 1871.
Constitution and By-Laws. Philadelphia: Lutheran Publication Society, 1879.

26. *Theological Society.*
Minute Books. 1822 - 1853.
Volume of Corresponding Secretary Containing Correspondence with other Lutheran Theological Societies in the United States, 1823 - 1852.

SECONDARY MATERIAL

Church Histories

27. Graebner, A.L. *Geschichte der Lutherischen Kirche in America.* St. Louis, Missouri: Concordia Publication House. 1892.

28. Hazelius, E.L. *The American Lutheran Church.* Gettysburg, Pennsylvania: Wible Printing Co. 1846.

29. Jacobs, H.E. *A History of the Evangelical Lutheran Church in the United States.* New York: The Christian Literature Co. 1893.

30. Jacobs, H.E., and Haas, J.A.W. *The Lutheran Cyclopedia.* New York: Charles Scribner's Sons. 1899.

31. Jensson, J.C. *American Lutheran Biographies.* Milwaukee, Wisconsin: Houtkamp & Sons. 1890.

32. Keiser, A. *Lutheran Mission Work Among the American Indians.* Minneapolis: Augsburg Publication House. 1922.

33. Kretzmann, Karl *The Atlantic District and Its Antecedents.* Erie, Pennsylvania: Erie Publishing Co. 1932.

34. Lintner, G.A. *Early History of the Lutheran Church in New York.* Albany: Joel Munsell, Printer. 1867.

35. Mann, W.J. *Lutheranism in America.* An Essay on Present Conditions. Philadelphia: Lindsay & Blakiston Co. 1857.

36. Mann, W.J. *Life and Times of Rev. Henry Melchior Muhlenberg.* Philadelphia: G. W. Fredericks Co. 1887.

37. Nicum, John *Geschichte des New York Ministeriums.* Reading, Pennsylvania: T. Bischan Co. 1888.

38. Oswald, John *Planting of the Lutheran Church in America.* Philadelphia: Lutheran Publication House, 1880. 2 Vol. This is a Translation of the *Hallische Nachrichten.* *Nachricht von Einigen Evangelischen Gemeinden in America.*

39. Schmucker, S.S. *The Lutheran Church in America.* Philadelphia: E. W. Miller Co. 1852.

40. Sprague, W.B. *Annals of the American Lutheran Pulpit.* New York: Robert Carters. 1869.

41. Stutts, W.H. *Historical Souvenir of the Hartwick Synod.* Seventy-Fifth Anniversary. Troy, N.Y.: Regal Press. 1905.

42. Wentz, A.R. *Lutheran Church in American History.* Philadelphia: United Lutheran Publication House. 1923. Revised Edition 1933.

43. Wolf, E.J. *The Lutherans in America.* New York: J. Hill Co. 1891.

44. Zwierlein, F. *Religion in New Netherlands.* Rochester: Smith Publication Co. 1910.

Local Histories

45. Bacon, E.F. *Otsego County, Geographical and Historical.* Oneonta, New York: Oneonta Herald Co. 1902.

46. Beauchamp, W.M. *Life of Conrad Weiser.* Syracuse, New York: Onondaga Historical Society. 1925.

47. Campbell, W.W. *Annals of Tyron County.* Border Warfare of New York and the Cherry Valley Massacre. New York: J. and J. Harper Co. 1831.

48. Claiborne, J.E. *Life and Correspondence of General J. A. Quitman.* New York: Harper and Bros. 2 Vol. 1860.

49. Faust, Albert *The German Element in the United States.* New York; Houghton, Mifflin Co. 1909.

50. Hastings, Hugh Editor of the *Ecclesiastical Records of the State of New York.* Vol. II, III, IV and V Contain the Palatine Records.

51. Hull, Rev. W. *The Lutheran Church in Columbia County.* Reprint from the Lutheran Church Quarterly. January, 1880.

52. Hull, Rev. W. *The Lutheran Church in Dutchess County.* Reprint from the Lutheran Church Quarterly. August, 1881.

53. Kieffer, G.L. *The Lutheran World Almanac.* New York: Published by the National Lutheran Council. 1932.

54. Kretchmann, E.T. *The Old Trappe Church.* A History of the Oldest Lutheran Church in Philadelphia. Philadelphia: Printed Privately. 1893.

55. Kretzmann, Karl *The Oldest Lutheran Church in America.* A History of St. Matthew's Church, New York. New York: Printed Privately. 1914.

56. New York State Historical Society. William Johnson Papers, Vol. IV. 1920. Cadwallader Colden Papers, Vol. VI. 1922. Printed for the State of New York.

57. Pohlman, H. The German Colony and the Lutheran Church in Maine. Gettysburg, Pennsylvania: J. Wible, Printer. 1869.

58. Strobel, P.A. Memorial Volume of the Hartwick Synod to Commemorate the Semi-Centennial Anniversary. Philadelphia: Lutheran Publication House. 1881.

59. Strobel, P.A. The Salzburgers and Their Descendants. A History of the German Colony in Georgia. Baltimore: T. N. Kurtz, Publisher. 1855.

60. Strobel, W.D. Memorial of Rev. Henry Pohlman, D.D. Albany: Joel Munsell, Printer. 1875.

Educational Histories

61. Brown, E.E. The Making of Our Middle Schools. New York: Longmans, Green & Co. 1902.

62. Crosbie, L.M. The Philips Exeter Academy. A History. Printed for the Academy. 1923.

63. Cubberley, E.P. Public Education in the United States. New York: Houghton, Mifflin Co. 1919.

64. Finnegan, T.E. Teacher Training Agencies. Albany: Annual Report State Education Department. Vol. 2. 1915.

65. Gifford, W.J. Historical Development of the New York State High School System. Albany: J. B. Lyons Co. 1922.

66. Graves, F.P. A History of Education in Modern Times. New York: The Macmillan Co. 1918.

67. Hough, F.B. Historical and Statistical Record of the University of the State of New York. Albany: Weed, Parsons Co. 1885.

NEW YORK UNIVERSITY
SCHOOL OF EDUCATION
• LIBRARY •